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ABSTRACT

This report on the private school universe presents data on schools with grades K-12 by school size, school level, religious orientation, geographical region, community type, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity, gender, and grade level. Three figures and twenty-two tables present data by private-school typology, religious orientation, and association membership. Each of the primary divisions (Catholic, other religious, and nonsectarian) is subdivided into three additional categories: "Catholic" into parochial, diocesan, and private order; "other religious" into conservative Christian, affiliated with a national denomination or other religious school association, and unaffiliated; and "nonsectarian" into regular program, special emphasis, and special education. The survey design is described in the Technical Notes section. Selected results show that the South had the most private schools, private school students, and teachers, and the West the fewest of all three. Appendix A contains standard-error tables; Appendix B, values and standard-error tables for Kindergarten-terminal schools; Appendix C, item response-rate tables; and Appendix D, the Private School Survey Questionnaire, 1999-2000. (RT)

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Statistical Analysis Report August 2001

Private School Universe Survey: 1999–2000

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Statistical Analysis Report August 2001

Private School Universe Survey: 1999–2000

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Stephen Broughman was the NCES Project Officer for the Private School Universe Survey. The survey was performed under an interagency agreement with the U.S. Department of Commerce, Bureau of the Census. Steven Tourkin (Chief) and Lenore Colaciello, Education Surveys Branch, Demographic Surveys Division monitored the data collection and prepared processing specifications, the codebook, and the technical notes section of this report. Howard McGowan, Chief of the Consumer Expenditures Surveys Programming Branch, assisted by Jennifer Peterson, supervised the data processing activities, including edits, data inputs, table production, and final file preparation. Technical assistance, including specifications for sample selection and weighting, was provided by Dennis Schwanz (Chief), Toni Warner, Betty Jackson, and Randy Parmer of the Longitudinal Surveys Branch, Demographic Statistical Methods Division.

We are interested in your reaction to the information presented here about the Private School Universe data collection system. We welcome your recommendations for improving our survey work. If you have suggestions or comments or want more information about this report, please contact:

Private School Universe Survey
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Introduction

This report on the private school universe presents data on schools with grades kindergarten through 12 by school size, school level, religious orientation, geographical region, community type, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity, gender, and grade level.

Tables present data by three classification schemes: private school typology (tables 1, 3, 4, 7, 8, 10, 12, 13, 14, 16, 17, 18, 19, 20, and 21), religious orientation (tables 2, 5, 6, and 9), and association membership (table 15). The private school nine-category typology is based on methodological work completed at the National Center for Education Statistics (NCES). Each of the primary divisions (Catholic, other religious, and nonsectarian) is subdivided into three additional categories: Catholic into parochial, diocesan, and private order;[1] other religious into conservative Christian, affiliated with a national denomination or other religious school association, and unaffiliated; and nonsectarian into regular program, special emphasis, and special education.[2]

The Private School Survey (PSS), conducted biennially by the U.S. Bureau of the Census for the NCES, is designed to collect data from all private schools in the 50 states and the District of Columbia. The PSS conducted in 1999–2000 is the data source for this report. The counts presented here are estimates derived from a collection of state and private school organization and association lists combined with an area frame; an estimate of the undercount of schools using this methodology is given on page 40. The survey design is described in the Technical Notes section of the report. Although, beginning in 1995, the PSS definition of a school was expanded to include those schools for which a kindergarten was the highest grade, referred to as kindergarten-terminal (k-terminal) schools, all estimates presented in this report, except for those presented in appendix B, are for schools (traditional schools) meeting the more restrictive pre-1995 PSS definition of having at least one of grades 1–12.

Selected Results

Schools

In the fall of 1999, there were 27,223 private elementary and secondary schools in the United States, a total not statistically different from the 27,402 schools counted in the fall of 1997.[3] Among these schools there was considerable diversity as to orientation and affiliation. Of the three primary types of private schools—Catholic, other religious, and nonsectarian—other religious schools were the most numerous, followed by Catholic schools, and then nonsectarian schools, representing 49, 30, and 22 percent of all private schools, respectively (table 1 and figure 1). Parochial schools were the most numerous type of Catholic schools, followed by diocesan and then private order schools. Among the three categories of other religious schools—conservative Christian, affiliated, and unaffiliated—there were fewer affiliated schools than conservative Christian or unaffiliated schools. Of the nonsectarian schools, regular schools were the most numerous, followed by special emphasis schools and then special education schools.

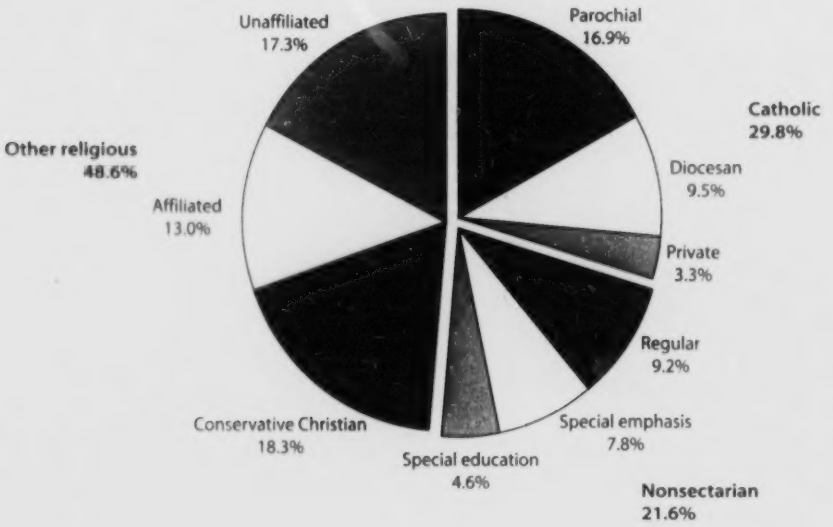
The region with the most private schools was the South (30 percent), while the region with the fewest was the West (20 percent). Ninety-one percent of private schools offered at least some elementary grades, with 61 percent offering elementary grades, and 30 percent offering a combination of elementary and secondary grades; the remaining 9 percent offered secondary grades only. Most private schools (82 percent) emphasized a regular elementary/secondary program. The other program emphasis categories—Montessori, special emphasis, special education, vocational/technical, alternative, and early childhood—each contained fewer than 10 percent of private schools.

[1] While the tables and figures use the term "private," "private order" is used in the text to avoid confusion with the general use of the term "private."

[2] For a description of the typology, see the definitions in the Technical Notes section of the report, page 29.

[3] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1997–98*, NCES 1999–319 (Washington, DC: 1999)

Figure 1.—Percentage distribution of private schools, by NCES typology



NOTE: Details may not sum to 100.0 percent due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Enrollment

A total of 5,162,684 students were enrolled in the nation's private schools in the fall of 1999, an increase over the 5,076,119 students enrolled in the fall of 1997.[4] Private school students represented approximately 10 percent of the total elementary and secondary enrollment in the United States.[5]

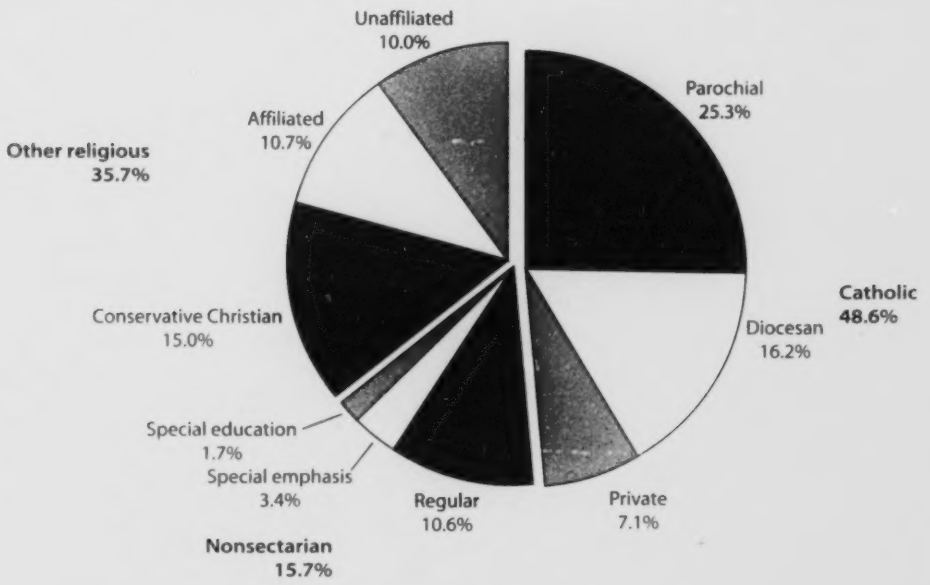
The distribution of enrollment by type of private school differed from the distribution of individual schools classified by the same dimension. More students were enrolled in Catholic schools than in other religious schools, 49 and 36 percent of total private enrollment, respectively (table 1 and figure 2). Enrollment in nonsectarian schools, representing 16 percent of all private students, was less than that of Catholic or other religious schools. That Catholic schools represent approximately one-third of all private schools while containing almost half of private school students is an indication that the distribution of schools by size is not the same for the three types of schools. For example, the percentage of schools that are small (fewer than 50 students) is much greater for other religious (38 percent) and nonsectarian (40 percent) schools than for Catholic schools (2 percent) (table 13). Among Catholic schools, more students were enrolled in parochial schools, followed by diocesan schools and then private order schools. Among the three categories of other religious schools, enrollment was greater in conservative Christian schools than in affiliated or unaffiliated schools. Of the nonsectarian schools, regular schools had more students, followed by special emphasis schools and then special education schools.

The region with the most private school students was the South (31 percent), while the region with the fewest was the West (18 percent). Approximately 55 percent of private school students were enrolled in elementary schools, 16 percent were enrolled in secondary schools, and 30 percent were enrolled in combined schools (table 1). Ninety-two percent of private school students were enrolled in schools with a regular elementary/secondary program emphasis, while fewer than 5 percent of private school students were enrolled in schools featuring any one of the other categories of program emphasis.

[4] Ibid.

[5] Public school enrollment source is the Common Core of Data, "State Nonfiscal Survey, 1999–2000."

Figure 2.—Percentage distribution of private school students, by NCES typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Approximately three-quarters (77 percent) of private school students were white, non-Hispanic; while 9 percent were black, non-Hispanic; 8 percent were Hispanic; 4 percent were American Indian/Alaska Native; and 5 percent Asian/Pacific Islander (table 16).[6] Almost half (49 percent) of all private school students attended schools that were located in urban areas (central city), approximately 40 percent attended schools that were located in an urban fringe or a large town, while only 11 percent attended rural schools (table 1).

Teachers

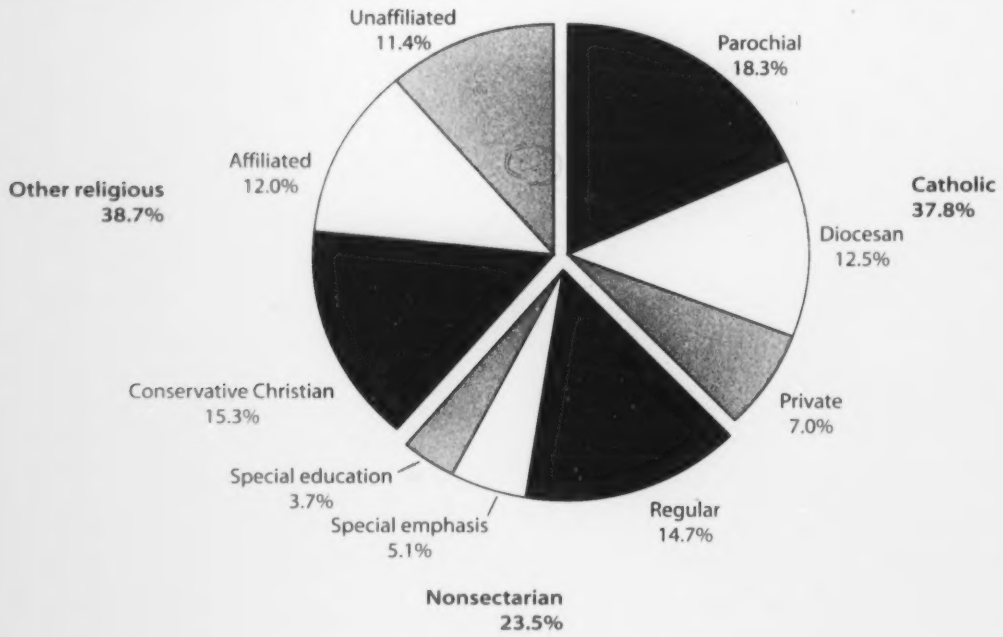
The nation's private school students were taught by 395,317 full-time equivalent (FTE) teachers (table 1) in the fall of 1999, representing an increase over the 376,544 FTE teachers employed in private schools in in the fall of 1997.[7] The distribution of FTE teachers by type of private school differed from those of schools and enrollment. Catholic schools (38 percent) and other religious schools (39 percent) employed approximately the same number of FTE teachers, while both employed more than nonsectarian schools (24 percent) (table 1 and figure 3). Among Catholic schools, more FTE teachers were teaching in parochial schools, followed by diocesan schools and then private order schools. Among the three categories of other religious schools, conservative Christian schools employed more teachers than affiliated or unaffiliated schools. Of the nonsectarian schools, more FTE teachers were employed by regular schools, followed by special emphasis schools and then special education schools.

The region with the most private school FTE teachers was the South (33 percent), while the region with the fewest was the West (17 percent). Nearly one-half of FTE teachers (48 percent) were teaching in elementary schools, approximately one-third (37 percent) in combined schools, and about 16 percent in secondary schools. Almost 88 percent

[6] For comparisons of the racial/ethnic composition of private school enrollment with that of public schools from the 1987–88, 1990–91, and 1993–94 Schools and Staffing Surveys, see U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile*, 1990–91, NCES 95–330 (Washington, DC: 1995) and *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97–459 (Washington, DC: 1997).

[7] U.S. Department of Education, National Center for Education Statistics, *Private School Universe Survey 1997–98*, NCES 1999–319 (Washington, DC: 1999).

Figure 3.—Percentage distribution of private school FTE teachers, by NCES typology



SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

of private school FTE teachers were teaching in schools with a regular elementary/secondary program emphasis. As in the case of students, fewer than 5 percent of private school FTE teachers were teaching in schools featuring any one of the other categories of program emphasis.

Kindergarten-terminal schools

Since 1995, schools for which kindergarten was the highest grade have been included in the PSS. In the fall of 1999, there were 5,772 of these schools enrolling 91,802 students and employing 13,081 FTE teachers nationwide (table 1B). When the k-terminal schools are added to the traditional PSS schools, the total number of schools becomes 32,995, with 5,254,485 students and 408,397 FTE teachers (table 3B). Almost 70 percent of the k-terminal schools were nonsectarian (68 percent), 30 percent were other religious, and 2 percent were Catholic (table 1B).

By definition, all of these schools were classified as elementary, and most of them (95 percent) enrolled fewer than 50 students. Seventy-nine percent of these schools emphasized an early childhood program, 19 percent emphasized a Montessori program, and fewer than 5 percent each emphasized any one of the other program emphases.

Table 1.—Number and percentage distribution of private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,223**	**100.0**	**5,162,684**	**100.0**	**395,317**	**100.0**
NCES typology						
Catholic	8,102	29.8	2,511,040	48.6	149,600	37.8
Parochial	4,607	16.9	1,307,461	25.3	72,497	18.3
Diocesan	2,598	9.5	835,327	16.2	49,415	12.5
Private	897	3.3	368,252	7.1	27,689	7.0
Other religious	13,232	48.6	1,843,580	35.7	152,915	38.7
Conservative Christian	4,989	18.3	773,237	15.0	60,481	15.3
Affiliated	3,531	13.0	553,530	10.7	47,433	12.0
Unaffiliated	4,712	17.3	516,813	10.0	45,001	11.4
Nonsectarian	5,889	21.6	808,063	15.7	92,801	23.5
Regular	2,494	9.2	546,649	10.6	58,279	14.7
Special emphasis	2,131	7.8	175,140	3.4	19,981	5.1
Special education	1,264	4.6	86,274	1.7	14,542	3.7
School level						
Elementary	16,530	60.7	2,831,372	54.8	187,833	47.5
Secondary	2,538	9.3	806,639	15.6	62,737	15.9
Combined	8,155	30.0	1,524,673	29.5	144,746	36.6
Program emphasis						
Regular elementary/ secondary	22,263	81.8	4,751,634	92.0	346,300	87.6
Montessori	1,190	4.4	77,264	1.5	8,462	2.1
Special program emphasis	606	2.2	111,219	2.2	10,949	2.8
Special education	1,409	5.2	95,261	1.9	15,978	4.0
Vocational/technical	—	—	—	—	—	—
Alternative	1,617	5.9	120,233	2.3	13,000	3.3
Early childhood	133	0.5	5,534	0.1	532	0.1
Size						
Less than 50	7,565	27.8	196,309	3.8	26,329	6.7
50–149	7,738	28.4	716,129	13.9	71,676	18.1
150–299	6,571	24.1	1,424,018	27.6	102,457	25.9
300–499	3,219	11.8	1,228,631	23.8	84,086	21.3
500–749	1,352	5.0	805,490	15.6	54,078	13.7
750 or more	778	2.9	792,106	15.3	56,691	14.3
Region						
Northeast	6,452	23.7	1,294,847	25.1	103,805	26.3
Midwest	6,991	25.7	1,345,446	26.1	91,444	23.1
South	8,240	30.3	1,575,784	30.5	131,192	33.2
West	5,540	20.4	946,608	18.3	68,876	17.4
Community type						
Central city	10,825	39.8	2,540,516	49.2	189,984	48.1
Urban fringe/large town	10,359	38.1	2,051,094	39.7	155,436	39.3
Rural/small town	6,040	22.2	571,074	11.1	49,897	12.6

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2.—Number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**27,223**	**100.0**	**5,162,683**	**100.0**	**395,317**	**100.0**
Religious orientation						
Roman Catholic	8,102	29.8	2,511,040	48.6	149,600	37.8
Amish	709	2.6	20,473	0.4	1,021	0.3
Assembly of God	486	1.8	75,255	1.5	5,831	1.5
Baptist	2,109	7.8	317,178	6.1	25,123	6.4
Brethren	54	0.2	8,328	0.2	589	0.2
Calvinist	150	0.6	40,802	0.8	2,600	0.7
Christian (unspecified)	3,611	13.3	533,008	10.3	44,197	11.2
Church of Christ	160	0.6	48,601	0.9	3,550	0.9
Church of God	145	0.5	15,140	0.3	1,272	0.3
Church of God in Christ	36	0.1	2,724	0.1	221	0.1
Episcopal	378	1.4	113,888	2.2	12,350	3.1
Friends	78	0.3	16,643	0.3	2,012	0.5
Greek Orthodox	28	0.1	4,614	0.1	451	0.1
Islamic	152	0.6	18,262	0.4	1,990	0.5
Jewish	691	2.5	169,751	3.3	16,758	4.2
Lutheran Church—Missouri Synod	1,100	4.0	166,111	3.2	10,511	2.7
Evangelical Lutheran Church In America	121	0.4	18,400	0.4	1,256	0.3
Wisconsin Evangelical Lutheran Synod	359	1.3	33,815	0.7	2,214	0.6
Other Lutheran	70	0.3	4,369	0.1	328	0.1
Mennonite	414	1.5	24,262	0.5	1,933	0.5
Methodist	130	0.5	16,166	0.3	1,638	0.4
Pentecostal	472	1.7	33,201	0.6	3,201	0.8
Presbyterian	153	0.6	34,588	0.7	2,907	0.7
Seventh-Day Adventist	951	3.5	61,080	1.2	4,486	1.1
Other	674	2.5	66,885	1.3	6,467	1.7
Nonsectarian	5,890	21.6	808,101	15.7	92,811	23.5

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 3.—Number and percentage distribution of private schools, by school level, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,223**	**100.0**	**16,530**	**100.0**	**2,538**	**100.0**	**8,155**	**100.0**
NCES typology								
Catholic	8,102	29.8	6,707	40.6	1,114	43.9	282	3.5
Parochial	4,607	16.9	4,352	26.3	193	7.6	63	0.8
Diocesan	2,598	9.5	2,053	12.4	481	18.9	64	0.8
Private	897	3.3	302	1.8	440	17.3	155	1.9
Other religious	13,232	48.6	6,843	41.4	718	28.3	5,672	69.6
Conservative Christian	4,989	18.3	1,789	10.8	225	8.9	2,975	36.5
Affiliated	3,531	13.0	2,200	13.3	287	11.3	1,044	12.8
Unaffiliated	4,712	17.3	2,853	17.3	206	8.1	1,653	20.3
Nonsectarian	5,889	21.6	2,981	18.0	707	27.9	2,201	27.0
Regular	2,494	9.2	1,396	8.5	262	10.3	837	10.3
Special emphasis	2,131	7.8	1,387	8.4	257	10.1	487	6.0
Special education	1,264	4.6	198	1.2	188	7.4	878	10.8
Program emphasis								
Regular elementary/secondary	22,263	81.8	14,278	86.4	1,963	77.3	6,021	73.8
Montessori	1,190	4.4	1,045	6.3	—	—	139	1.7
Special program emphasis	606	2.2	280	1.7	111	4.4	216	2.6
Special education	1,409	5.2	232	1.4	202	8.0	975	12.0
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	1,617	5.9	579	3.5	254	10.0	784	9.6
Early childhood	133	0.5	116	0.7	0	0.0	—	—
Size								
Less than 50	7,565	27.8	4,273	25.9	561	22.1	2,732	33.5
50–149	7,738	28.4	4,688	28.4	542	21.4	2,508	30.8
150–299	6,571	24.1	4,811	29.1	429	16.9	1,332	16.3
300–499	3,219	11.8	2,019	12.2	419	16.5	782	9.6
500–749	1,352	5.0	629	3.8	282	11.1	440	5.4
750 or more	778	2.9	110	0.7	305	12.0	362	4.4
Region								
Northeast	6,452	23.7	4,049	24.5	776	30.6	1,628	20.0
Midwest	6,991	25.7	5,001	30.3	622	24.5	1,367	16.8
South	8,240	30.3	4,131	25.0	594	23.4	3,515	43.1
West	5,540	20.4	3,349	20.3	546	21.5	1,645	20.2
Community type								
Central city	10,825	39.8	6,789	41.1	1,151	45.3	2,886	35.4
Urban fringe/large town	10,359	38.1	6,410	38.8	897	35.3	3,052	37.4
Rural/small town	6,040	22.2	3,331	20.2	491	19.3	2,217	27.2

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4.—Number and percentage distrubution of private school students, by school level, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,162,684**	**100.0**	**2,831,372**	**100.0**	**806,639**	**100.0**	**1,524,673**	**100.0**
NCES typology								
Catholic	2,511,040	48.6	1,814,676	64.1	607,682	75.3	88,682	5.8
Parochial	1,307,461	25.3	1,208,749	42.7	80,223	10.0	18,488	1.2
Diocesan	835,327	16.2	542,711	19.2	273,719	33.9	18,897	1.2
Private	368,252	7.1	63,216	2.2	253,740	31.5	51,296	3.4
Other religious	1,843,580	35.7	750,026	26.5	112,132	13.9	981,422	64.4
Conservtive Christian	773,237	15.0	230,018	8.1	28,728	3.6	514,492	33.7
Affiliated	553,530	10.7	275,051	9.7	52,048	6.5	226,430	14.9
Unaffiliated	516,813	10.0	244,958	8.7	31,356	3.9	240,499	15.8
Nonsectarian	808,063	15.7	266,669	9.4	86,825	10.8	454,569	29.8
Regular	546,649	10.6	162,966	5.8	56,115	7.0	327,568	21.5
Special emphasis	175,140	3.4	92,480	3.3	21,577	2.7	61,083	4.0
Special education	86,274	1.7	11,224	0.4	9,133	1.1	65,917	4.3
Program emphasis								
Regular elementary/ secondary	4,751,634	92.0	2,673,920	94.4	750,647	93.1	1,327,067	87.0
Montessori	77,264	1.5	63,300	2.2	—	—	12,559	0.8
Special program emphasis	111,219	2.2	36,318	1.3	21,121	2.6	53,779	3.5
Special education	95,261	1.9	13,276	0.5	9,697	1.2	72,287	4.7
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	120,233	2.3	39,487	1.4	23,038	2.9	57,708	3.8
Early childhood	5,534	0.1	5,070	0.2	0	0.0	—	—
Size								
Less than 50	196,309	3.8	111,635	3.9	12,062	1.5	72,612	4.8
50–149	716,129	13.9	445,538	15.7	50,589	6.3	220,002	14.4
150–299	1,424,018	27.6	1,041,795	36.8	94,031	11.7	288,193	18.9
300–499	1,228,631	23.8	767,810	27.1	163,543	20.3	297,279	19.5
500–749	805,490	15.6	366,091	12.9	172,780	21.4	266,619	17.5
750 or more	792,106	15.3	98,504	3.5	313,634	38.9	379,968	24.9
Region								
Northeast	1,294,847	25.1	749,655	26.5	263,776	32.7	281,416	18.5
Midwest	1,345,446	26.1	891,974	31.5	243,565	30.2	209,908	13.8
South	1,575,784	30.5	652,305	23.0	159,292	19.8	764,187	50.1
West	946,608	18.3	537,439	19.0	140,006	17.4	269,162	17.7
Community type								
Central city	2,540,516	49.2	1,353,272	47.8	448,549	55.6	738,695	48.5
Urban fringe/large town	2,051,094	39.7	1,207,138	42.6	289,917	35.9	554,039	36.3
Rural/small town	571,074	11.1	270,962	9.6	68,174	8.5	231,938	15.2

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5.—Number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,223**	**100.0**	**16,530**	**100.0**	**2,538**	**100.0**	**8,155**	**100.0**
Religious orientation								
Roman Catholic	8,102	29.8	6,707	40.6	1,114	43.9	282	3.5
Amish	709	2.6	644	3.9	—	—	65	0.8
Assembly of God	486	1.8	203	1.2	—	—	273	3.3
Baptist	2,109	7.8	545	3.3	26	1.0	1,538	18.9
Brethren	54	0.2	25	0.2	—	—	28	0.4
Calvinist	150	0.6	87	0.5	21	0.8	42	0.5
Christian (unspecified)	3,611	13.3	1,520	9.2	227	9.0	1,864	22.9
Church of Christ	160	0.6	68	0.4	—	—	87	1.1
Church of God	145	0.5	51	0.3	—	—	92	1.1
Church of God in Christ	36	0.1	*28	*0.2	0	0.0	—	—
Episcopal	378	1.4	232	1.4	38	1.5	108	1.3
Friends	78	0.3	44	0.3	—	—	22	0.3
Greek Orthodox	28	0.1	20	0.1	—	—	—	—
Islamic	152	0.6	94	0.6	—	—	57	0.7
Jewish	691	2.5	387	2.3	172	6.8	131	1.6
Lutheran Church—Missouri Synod	1,100	4.0	1,019	6.2	61	2.4	20	0.3
Evangelical Lutheran Church In America	121	0.4	113	0.7	—	—	—	—
Wisconsin Evangelical Lutheran Synod	359	1.3	334	2.0	20	0.8	—	—
Other Lutheran	70	0.3	48	0.3	—	—	—	—
Mennonite	414	1.5	221	1.3	—	—	186	2.3
Methodist	130	0.5	71	0.4	—	—	49	0.6
Pentecostal	472	1.7	110	0.7	—	—	358	4.4
Presbyterian	153	0.6	94	0.6	—	—	49	0.6
Seventh-Day Adventist	951	3.5	664	4.0	54	2.1	232	2.9
Other	674	2.5	221	1.4	20	0.8	433	5.3
Nonsectarian	5,890	21.6	2,981	18.0	707	27.9	2,202	27.0

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6.—Number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,162,683**	**100.0**	**2,831,371**	**100.0**	**806,639**	**100.0**	**1,524,672**	**100.0**
Religious orientation								
Roman Catholic	2,511,040	48.6	1,814,676	64.1	607,682	75.3	88,682	5.8
Amish	20,473	0.4	18,564	0.7	—	—	1,892	0.1
Assembly of God	75,255	1.5	30,211	1.1	—	—	44,250	2.9
Baptist	317,178	6.1	74,044	2.6	4,835	0.6	238,299	15.6
Brethren	8,328	0.2	4,024	0.1	—	—	3,913	0.3
Calvinist	40,802	0.8	19,126	0.7	8,721	1.1	12,955	0.9
Christian (unspecified)	533,008	10.3	160,191	5.7	24,928	3.1	347,889	22.8
Church of Christ	48,601	0.9	9,127	0.3	—	—	38,015	2.5
Church of God	15,140	0.3	5,436	0.2	—	—	9,493	0.6
Church of God in Christ	2,724	0.1	2,235	0.1	0	0.0	—	—
Episcopal	113,888	2.2	43,134	1.5	9,497	1.2	*61,257	*4.0
Friends	16,643	0.3	5,975	0.2	—	—	9,324	0.6
Greek Orthodox	4,614	0.1	3,480	0.1	—	—	—	—
Islamic	18,262	0.4	7,700	0.3	—	—	10,410	0.7
Jewish	169,751	3.3	82,074	2.9	23,396	2.9	64,281	4.2
Lutheran Church—Missouri Synod	166,111	3.2	145,946	5.2	13,578	1.7	6,587	0.4
Evangelical Lutheran Church In America	18,400	0.4	16,475	0.6	—	—	—	—
Wisconsin Evangelical Lutheran Synod	33,815	0.7	27,371	1.0	5,945	0.7	—	—
Other Lutheran	4,369	0.1	3,273	0.1	—	—	—	—
Mennonite	24,262	0.5	10,824	0.4	—	—	12,264	0.8
Methodist	16,166	0.3	8,016	0.3	—	—	6,223	0.4
Pentecostal	33,201	0.6	8,945	0.3	—	—	24,246	1.6
Presbyterian	34,588	0.7	15,693	0.6	—	—	17,567	1.2
Seventh-Day Adventist	61,080	1.2	26,915	1.0	8,487	1.1	25,679	1.7
Other	66,886	1.3	21,251	0.8	3,236	0.4	42,400	2.8
Nonsectarian	808,101	15.7	266,669	9.4	86,825	10.8	454,606	29.8

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 7.—Percentage distribution of private schools, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Alternative	Early childhood
Total	**100.0**	**81.8**	**4.4**	**2.2**	**5.2**	**—**	**5.9**	**0.5**
NCES typology								
Catholic	100.0	97.4	0.5	0.7	0.8	—	0.7	0.0
Parochial	100.0	99.0	—	0.3	—	—	0.4	0.0
Diocesan	100.0	98.0	—	0.6	1.0	—	—	0.0
Private	100.0	87.8	2.9	2.4	3.6	—	3.3	0.0
Other religious	100.0	90.6	*0.9	2.0	0.6	—	5.7	0.2
Conservative Christian	100.0	90.4	0.3	1.8	—	—	7.1	—
Affiliated	100.0	91.6	—	2.6	0.6	—	3.6	—
Unaffiliated	100.0	90.1	1.0	1.9	1.0	—	5.8	—
Nonsectarian	100.0	40.5	17.6	4.8	21.5	—	13.7	1.9
Regular	100.0	95.6	0.0	0.0	0.0	—	0.0	4.4
Special emphasis	100.0	0.0	48.5	13.4	0.0	—	38.0	0.0
Special education	100.0	0.0	0.0	0.0	100.0	—	0.0	0.0
School level								
Elementary	100.0	86.4	6.3	1.7	1.4	—	3.5	0.7
Secondary	100.0	77.3	—	4.4	8.0	—	10.0	0.0
Combined	100.0	73.8	1.7	2.6	12.0	—	9.6	—
Size								
Less than 50	100.0	66.3	8.5	2.5	9.0	—	12.6	1.2
50–149	100.0	76.8	5.9	2.7	7.9	—	6.2	0.5
150–299	100.0	93.9	1.1	1.3	1.5	—	2.1	0.0
300–499	100.0	95.9	—	2.4	—	—	0.7	0.0
500–749	100.0	96.6	—	2.3	0.1	—	—	0.0
750 or more	100.0	96.3	—	—	0.0	—	—	0.0
Region								
Northeast	100.0	79.9	3.2	1.9	8.6	—	5.4	1.0
Midwest	100.0	88.2	3.5	1.4	2.9	—	3.8	0.3
South	100.0	82.0	4.6	2.3	4.2	—	6.7	0.2
West	100.0	75.6	6.5	3.6	5.6	—	8.2	0.6
Community type								
Central city	100.0	81.2	4.5	2.6	5.5	—	5.9	0.4
Urban fringe/large town	100.0	80.2	5.4	2.2	6.3	—	5.1	0.7
Rural/small town	100.0	85.5	2.4	1.6	2.7	—	7.5	—

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 8.—Percentage distribution of private school students, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Alternative	Early childhood
Total	**100.0**	**92.0**	**1.5**	**2.2**	**1.9**	**—**	**2.3**	**0.1**
NCES typology								
Catholic	100.0	98.4	0.2	0.7	0.2	—	0.4	0.0
Parochial	100.0	99.3	—	0.3	—	—	0.2	0.0
Diocesan	100.0	98.9	—	0.6	0.2	—	—	0.0
Private	100.0	94.2	0.8	2.6	0.7	—	1.6	0.0
Other religious	100.0	94.3	0.3	2.5	0.2	—	2.6	0.1
Conservative Christian	100.0	95.0	0.1	1.8	—	—	3.0	—
Affiliated	100.0	93.6	—	3.6	0.2	—	2.0	—
Unaffiliated	100.0	93.9	0.5	2.5	0.4	—	2.5	—
Nonsectarian	100.0	67.1	8.1	5.7	10.7	—	7.7	0.6
Regular	100.0	99.2	0.0	0.0	0.0	—	0.0	0.8
Special emphasis	100.0	0.0	37.5	26.3	0.0	—	35.6	0.0
Special education	100.0	0.0	0.0	0.0	100.0	—	0.0	0.0
School level								
Elementary	100.0	94.4	2.2	1.3	0.5	—	1.4	0.2
Secondary	100.0	93.1	—	2.6	1.2	—	2.9	0.0
Combined	100.0	87.0	0.8	3.5	4.7	—	3.8	—
Size								
Less than 50	100.0	66.0	8.5	2.6	9.0	—	12.9	1.0
50–149	100.0	78.3	5.5	2.8	7.4	—	5.6	0.4
150–299	100.0	94.4	1.0	1.3	1.3	—	2.0	0.0
300–499	100.0	95.9	—	2.4	—	—	0.7	0.0
500–749	100.0	96.5	—	2.4	0.1	—	—	0.0
750 or more	100.0	96.1	—	—	0.0	—	—	0.0
Region								
Northeast	100.0	91.5	0.9	2.0	3.2	—	2.1	0.2
Midwest	100.0	94.9	1.4	1.2	1.0	—	1.4	0.1
South	100.0	91.9	1.7	2.4	1.5	—	2.6	0.1
West	100.0	88.9	2.2	3.3	1.8	—	3.6	0.1
Community type								
Central city	100.0	92.3	1.5	2.3	1.6	—	2.3	0.1
Urban fringe/large town	100.0	91.8	1.7	2.1	2.3	—	2.0	0.2
Rural/small town	100.0	91.9	1.0	1.9	1.5	—	3.6	—

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 9.—Percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Percent of schools	Percent of students
Total	**81.8**	**92.0**
Religious orientation		
Roman Catholic	97.4	98.4
Amish	96.0	96.5
Assembly of God	89.8	95.0
Baptist	90.5	94.5
Brethren	90.1	96.5
Calvinist	98.5	99.4
Christian (unspecified)	88.6	94.5
Church of Christ	94.7	98.8
Church of God	84.4	91.5
Church of God in Christ	96.7	99.8
Episcopal	91.6	95.2
Friends	81.5	92.2
Greek Orthodox	96.3	96.1
Islamic	83.4	89.5
Jewish	79.2	84.7
Lutheran Church—Missouri Synod	98.2	99.3
Evangelical Lutheran Church In America	90.5	96.2
Wisconsin Evangelical Lutheran Synod	97.7	97.6
Other Lutheran	91.8	94.7
Mennonite	88.9	95.2
Methodist	85.8	95.4
Pentecostal	89.1	91.8
Presbyterian	88.1	94.6
Seventh-Day Adventist	97.5	95.9
Other	86.2	92.8
Nonsectarian	40.5	67.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 10.—Number and percentage distribution of private schools students, by grade level and NCES typology: United States, 1999–2000

NCES typology	Grade									
	Kindergarten*		First		Second		Third		Fourth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**501,885**	**100.0**	**472,110**	**100.0**	**449,093**	**100.0**	**436,732**	**100.0**	**425,140**	**100.0**
Catholic	216,980	43.2	224,348	47.5	220,605	49.1	217,554	49.8	214,186	50.4
Parochial	141,227	28.1	147,706	31.3	145,784	32.5	144,035	32.9	141,460	33.3
Diocesan	66,274	13.2	67,167	14.2	66,008	14.7	64,892	14.8	64,076	15.1
Private	9,479	1.9	9,475	2.0	8,814	2.0	8,627	1.9	8,650	2.0
Other religious	202,077	40.3	184,999	39.2	172,201	38.3	165,807	37.9	159,707	37.6
Conservative Christian	88,748	17.7	78,540	16.6	72,473	16.1	69,555	15.9	66,597	15.7
Affiliated	57,402	11.4	53,547	11.3	50,542	11.3	49,681	11.3	47,998	11.3
Unaffiliated	55,927	11.1	52,913	11.2	49,185	11.0	46,571	10.6	45,113	10.6
Nonsectarian	82,828	16.5	62,763	13.3	56,287	12.5	53,371	12.2	51,247	11.3
Regular	53,399	10.6	43,762	9.3	40,028	8.9	38,341	8.7	37,859	8.5
Special emphasis	28,086	5.6	17,415	3.7	14,551	3.2	12,776	2.9	10,829	2.5
Special education	1,343	0.3	1,585	0.3	1,709	0.4	2,254	0.5	2,559	0.4

NCES typology	Grade									
	Fifth		Sixth		Seventh		Eighth		Ninth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**407,590**	**100.0**	**403,114**	**100.0**	**384,144**	**100.0**	**369,579**	**100.0**	**336,224**	**100.0**
Catholic	207,314	50.9	202,745	50.3	189,948	49.5	183,021	49.5	172,559	51.3
Parochial	136,706	33.5	132,672	32.9	120,747	31.4	114,324	30.9	22,012	6.6
Diocesan	61,838	15.2	59,530	14.8	55,982	14.6	54,663	14.8	75,348	22.4
Private	8,771	2.2	10,543	2.6	13,219	3.4	14,034	3.8	75,200	22.4
Other religious	150,611	37.0	148,360	36.8	140,598	36.6	132,603	35.9	105,474	31.4
Conservative Christian	62,129	15.2	61,731	15.3	57,680	15.0	53,842	14.6	45,912	13.7
Affiliated	46,232	11.3	45,205	11.2	43,115	11.2	40,910	11.1	31,897	9.5
Unaffiliated	42,249	10.4	41,423	10.3	39,804	10.4	37,852	10.2	27,665	8.2
Nonsectarian	49,665	12.2	52,009	12.9	53,598	14.0	53,955	14.6	58,191	17.3
Regular	37,006	9.1	39,418	9.8	40,737	10.6	40,577	11.0	43,310	12.9
Special emphasis	9,718	2.4	9,047	2.2	8,363	2.2	8,362	2.3	8,716	2.6
Special education	2,940	0.7	3,544	0.9	4,498	1.2	5,016	1.4	6,164	1.8

NCES typology	Grade							
	Tenth		Eleventh		Twelfth		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**313,314**	**100.0**	**294,647**	**100.0**	**280,384**	**100.0**	**88,726**	**100.0**
Catholic	159,810	51.0	150,202	51.0	143,761	51.2	8,005	9.0
Parochial	19,930	6.4	19,367	6.6	18,819	6.7	2,672	3.0
Diocesan	69,624	22.2	65,297	22.2	62,503	22.2	2,126	2.4
Private	70,257	22.4	65,539	22.2	62,439	22.2	3,208	3.6
Other religious	96,275	30.7	89,241	30.3	83,214	29.6	12,413	14.0
Conservative Christian	40,905	13.1	36,894	12.5	33,880	12.0	4,352	4.9
Affiliated	29,960	9.6	28,417	9.6	26,658	9.5	1,966	2.2
Unaffiliated	25,410	8.1	23,930	8.1	22,676	8.0	6,095	6.9
Nonsectarian	57,228	18.3	55,204	18.7	53,410	19.0	68,307	77.0
Regular	42,999	13.7	42,334	14.4	40,898	14.5	5,981	6.7
Special emphasis	8,413	2.7	8,343	2.8	8,778	3.1	21,742	24.5
Special education	5,816	1.9	4,527	1.5	3,734	1.3	40,584	45.7

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000

Table 11.—Number of private school students, by program emphasis and grade level: United States, 1999–2000

Grade level	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical education	Alternative	Early childhood
Total	**5,162,683**	**4,751,634**	**77,264**	**111,219**	**95,261**	—	**120,233**	**5,534**
Kindergarten[1]	501,885	457,430	19,796	9,967	1,506	—	11,127	2,059
First	472,110	441,581	11,268	9,292	1,798	—	8,170	0
Second	449,093	422,392	8,712	8,454	1,938	—	7,599	0
Third	436,732	411,706	7,164	8,082	2,594	—	7,187	0
Fourth	425,140	402,417	5,408	7,610	2,984	—	6,723	0
Fifth	407,590	386,031	4,394	7,234	3,314	—	6,617	0
Sixth	403,114	381,324	3,193	7,236	3,991	—	7,370	0
Seventh	384,144	362,086	1,739	7,396	4,986	—	7,938	0
Eighth	369,579	347,156	1,492	7,066	5,510	—	8,355	0
Ninth	336,224	309,096	621	9,186	6,570	—	10,612	0
Tenth	313,314	287,663	611	9,265	6,144	—	9,538	0
Eleventh	294,647	271,262	535	8,875	4,777	—	9,109	0
Twelfth	280,384	258,286	546	8,157	3,975	—	9,327	0
Ungraded	88,726	13,207	11,786	[2]3,400	45,174	—	10,563	3,475

— Too few sample cases for a reliable estimate.

[1] The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 12.—Average length of school day and average length of school year, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	**182.5**	**6.7**
NCES typology		
Catholic	179.9	6.6
Parochial	179.8	6.6
Diocesan	179.5	6.6
Private	181.1	6.7
Other religious	180.4	6.8
Conservative Christian	179.4	6.7
Affiliated	180.7	6.9
Unaffiliated	181.2	6.7
Nonsectarian	190.8	6.6
Regular	185.4	6.8
Special emphasis	191.9	6.5
Special education	199.9	6.1
School level		
Elementary	181.5	6.6
Secondary	186.0	6.8
Combined	183.5	6.7
Program emphasis		
Regular elementary/ secondary	180.2	6.7
Montessori	188.1	6.6
Special program emphasis	187.3	6.8
Special education	199.2	6.2
Vocational/technical	—	—
Alternative	190.4	6.5
Early childhood	210.1	6.2
Size		
Less than 50	186.3	6.5
50–149	183.0	6.7
150–299	179.9	6.7
300–499	179.4	6.8
500–749	179.6	6.8
750 or more	179.5	6.9
Region		
Northeast	182.7	6.6
Midwest	180.7	6.7
South	182.2	6.8
West	184.9	6.6
Community type		
Central city	183.3	6.7
Urban fringe/large town	182.8	6.6
Rural/small town	180.5	6.6

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 13.—Number and percentage distribution of private schools, by school size, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Less than 50		50–149		150–299		300–499		500–749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**7,565**	**27.8**	**7,738**	**28.4**	**6,571**	**24.1**	**3,219**	**11.8**	**1,352**	**5.0**	**778**	**2.9**
NCES typology												
Catholic	172	2.1	1,408	17.4	3,450	42.6	1,876	23.2	805	9.9	391	4.8
Parochial	56	1.2	781	17.0	2,165	47.0	1,110	24.1	411	8.9	86	1.9
Diocesan	43	1.7	466	18.0	1,083	41.7	583	22.4	266	10.3	156	6.0
Private	73	8.1	161	17.9	202	22.5	184	20.5	128	14.3	150	16.7
Other religious	5,031	38.0	4,280	32.4	2,364	17.9	946	7.2	360	2.7	250	1.9
Conservative Christian	1,555	31.2	1,763	35.3	991	19.9	407	8.2	173	3.5	101	2.0
Affiliated	1,262	35.7	1,056	29.9	700	19.8	309	8.7	119	3.4	85	2.4
Unaffiliated	2,214	47.0	1,461	31.0	674	14.3	231	4.9	68	1.4	*64	*1.4
Non-sectarian	2,362	40.1	2,050	34.8	757	12.9	397	6.7	187	3.2	136	2.3
Regular	661	26.5	724	29.0	493	19.8	323	12.9	166	6.7	128	5.1
Special emphasis	1,090	51.2	779	36.6	175	8.2	59	2.8	20	0.9	—	—
Special education	611	48.3	547	43.3	90	7.1	—	—	—	—	0	0.0
School level												
Elementary	4,273	25.9	4,688	28.4	4,811	29.1	2,019	12.2	629	3.8	110	0.7
Secondary	561	22.1	542	21.4	429	16.9	419	16.5	282	11.1	305	12.0
Combined	2,732	33.5	2,508	30.8	1,332	16.3	782	9.6	440	5.4	362	4.4
Program emphasis												
Regular elementary/ secondary	5,012	22.5	5,940	26.7	6,170	27.7	3,086	13.9	1,305	5.9	749	3.4
Montessori	640	53.8	460	38.6	73	6.2	—	—	—	—	—	—
Special program emphasis	187	30.8	205	33.9	88	14.6	77	12.7	31	5.2	17	2.9
Special education	681	48.4	614	43.6	98	6.9	—	—	—	—	0	0.0
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—	—
Alternative	953	58.9	479	29.7	140	8.7	23	1.4	—	—	—	—
Early childhood	90	67.8	41	30.6	—	—	—	—	0	0.0	0	0.0
Region												
Northeast	1,716	26.6	1,603	24.8	1,749	27.1	861	13.3	340	5.3	184	2.9
Midwest	1,524	21.8	2,243	32.1	1,866	26.7	865	12.4	323	4.6	170	2.4
South	2,565	31.1	2,300	27.9	1,729	21.0	873	10.6	466	5.7	307	3.7
West	1,760	31.8	1,593	28.8	1,227	22.1	621	11.2	222	4.0	116	2.1
Community type												
Central city	2,145	19.8	2,880	26.6	3,017	27.9	1,589	14.7	690	6.4	505	4.7
Urban fringe/ large town	2,554	24.7	2,893	27.9	2,686	25.9	1,366	13.2	602	5.8	257	2.5
Rural/small town	2,866	47.5	1,965	32.5	868	14.4	264	4.4	60	1.0	16	0.3

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 14.—Number and percentage distribution of private schools teachers (headcount),[1] by work status, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Full time		Three-fourth time but less than 100 percent time		One-half time but less than three-fourth time		One-fourth time but less than one-half time		Less than one-fourth time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**437,239**	**100.0**	**346,500**	**79.3**	**19,048**	**4.4**	**36,128**	**8.3**	**20,494**	**4.7**	**15,068**	**3.5**
NCES typology												
Catholic	161,907	100.0	135,113	83.5	5,432	3.4	10,802	6.7	6,652	4.1	3,908	2.4
Parochial	79,007	100.0	65,027	82.3	2,700	3.4	5,578	7.1	3,634	4.6	2,068	2.6
Diocesan	53,167	100.0	44,850	84.4	1,714	3.2	3,483	6.6	1,993	3.8	1,127	2.1
Private	29,733	100.0	25,237	84.9	1,017	3.4	1,741	5.9	1,025	3.5	713	2.4
Other religious	173,246	100.0	129,408	74.7	8,886	5.1	17,962	10.4	9,528	5.5	7,461	4.3
Conservative Christian	68,147	100.0	52,268	76.7	3,223	4.7	5,696	8.4	3,853	5.7	3,107	4.6
Affiliated	54,749	100.0	38,412	70.2	3,249	5.9	7,505	13.7	3,158	5.8	2,425	4.4
Unaffiliated	50,350	100.0	38,728	76.9	2,414	4.8	4,762	9.5	2,517	5.0	1,929	3.8
Nonsectarian	102,086	100.0	81,979	80.3	4,731	4.6	7,364	7.2	4,314	4.2	3,698	3.6
Regular	63,309	100.0	51,939	82.0	2,831	4.5	4,419	7.0	2,344	3.7	1,777	2.8
Special emphasis	23,483	100.0	16,412	69.9	1,490	6.3	2,321	9.9	1,629	6.9	1,632	7.0
Special education	15,293	100.0	13,628	89.1	411	2.7	625	4.1	341	2.2	289	1.9
School level												
Elementary	208,913	100.0	162,817	77.9	9,770	3.3	18,706	9.0	10,295	4.9	7,324	3.5
Secondary	69,051	100.0	56,057	81.2	2,524	3.5	4,681	6.8	3,290	4.8	2,499	3.6
Combined	159,275	100.0	127,627	80.1	6,754	3.2	12,742	8.0	6,909	4.3	5,244	3.3
Program emphasis												
Regular elementary/ secondary	381,696	100.0	304,469	79.8	16,169	4.2	31,315	8.2	17,571	4.6	12,172	3.2
Montessori	9,867	100.0	7,005	71.0	639	6.5	979	9.9	523	5.3	721	7.3
Special program emphasis	12,484	100.0	9,106	72.9	724	5.8	1,409	11.3	694	5.6	550	4.4
Special education	16,847	100.0	14,954	88.8	451	2.7	696	4.1	406	2.4	340	2.0
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—	—
Alternative	15,630	100.0	10,505	67.2	977	6.3	1,610	10.3	1,265	8.1	1,272	8.1
Early childhood	617	100.0	370	60.1	86	13.9	117	18.9	[2]31	5.1	—	—
Size												
Less than 50	31,440	100.0	21,469	68.3	2,091	6.7	2,997	9.5	2,191	7.0	2,694	8.6
50–149	83,194	100.0	60,188	72.4	4,207	5.1	8,127	9.8	5,574	6.7	5,098	6.1
150–299	114,257	100.0	88,616	77.6	5,235	4.6	10,176	8.9	6,488	5.7	3,744	3.3
300–499	90,851	100.0	74,928	82.5	3,731	4.1	7,094	7.8	3,290	3.6	1,809	2.0
500–749	57,664	100.0	49,100	85.2	1,972	3.4	4,049	7.0	1,614	2.8	929	1.6
750 or more	59,832	100.0	52,200	87.2	1,813	3.0	3,686	6.2	1,339	2.2	794	1.3
Region												
Northeast	116,034	100.0	89,757	77.4	5,081	4.4	10,829	9.3	6,153	5.3	4,214	3.6
Midwest	101,250	100.0	80,464	79.5	3,931	3.9	8,484	8.4	4,766	4.7	3,605	3.6
South	142,682	100.0	117,316	82.2	5,782	4.1	9,947	7.0	5,578	3.9	4,057	2.8
West	77,273	100.0	58,963	76.3	4,254	5.5	6,868	8.9	3,997	5.2	3,191	4.1
Community type												
Central city	208,671	100.0	167,217	80.1	8,768	4.2	17,520	8.4	8,997	4.3	6,169	3.0
Urban fringe/ large town	172,268	100.0	135,869	78.9	7,871	4.6	14,032	8.2	8,390	4.9	6,106	3.6
Rural/small town	56,299	100.0	43,414	77.1	2,409	4.3	4,577	8.1	3,107	5.5	2,793	5.0

— Too few sample cases for a reliable estimate.

[1] The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 15.—Number of private schools, students, and FTE teachers, by membership in private school associations: United States, 1999–2000

Association	Number of schools	Students	FTE teachers
None	6,795	705,854	59,438
Religious			
Accelerated Christian Education	1,265	63,852	6,506
American Association of Christian Schools	1,020	154,422	12,409
Association of Christian Schools International	3,010	590,164	44,398
Association of Christian Teachers and Schools	210	34,754	2,712
Christian Schools International	373	88,417	6,277
Council of Islamic Schools in North America	45	5,619	537
Evangelical Lutheran Education Association	213	33,551	2,214
Friends Council on Education	84	18,439	2,161
General Conference of the Seventh-Day Adventist Church	667	47,799	3,429
Jesuit Secondary Education Association	45	40,807	2,768
National Association of Episcopal Schools	275	78,644	8,300
National Catholic Educational Association	7,234	2,292,763	135,307
National Christian School Association	118	34,122	2,471
National Society of Hebrew Day Schools	231	58,968	5,956
Oral Roberts University Educational Fellowship	120	26,062	2,004
Solomon Schechter Day Schools	60	15,682	1,716
Southern Baptist Association of Christian Schools	109	27,468	2,118
Other religious school associations	2,670	473,648	36,044
Special emphasis			
American Montessori Society	650	61,378	6,727
Other Montessori associations	569	41,305	4,502
Association of Military Colleges and Schools	25	6,620	655
Association of Waldorf Schools of North America	107	15,745	1,704
Bilingual School Association	—	—	—
Council of Bilingual Education	—	—	—
Council for Exceptional Children	451	45,982	6,301
National Association of Private Schools for Exceptional Children	315	32,754	4,933
Other associations for exceptional children	291	32,089	4,558
European Council for International Schools	39	10,327	1,254
National Association for the Education of Young Children	1,139	191,577	15,337
National Association of Bilingual Education	—	—	—
National Association of Laboratory Schools	30	8,728	760
National Coalition of Girls' Schools	85	32,018	3,977
Other special emphasis school associations	836	163,859	14,174
Other school associations or organizations			
Alternative School Network	41	3,149	303
Institute for Independent Education	52	8,803	921
National Association of Independent Schools	988	434,671	51,632
State or regional independent school association	2,098	652,610	62,533
National Coalition of Alternative Community Schools	65	7,245	752
National Independent Private School Association	219	47,428	4,329
The Association of Boarding Schools	182	61,619	8,151
Other school associations	1,885	475,072	41,456

— Too few sample cases for a reliable estimate.

NOTE: Private schools may belong to more than one association.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 16.—Percentage distribution of students, by racial/ethnic background, percentage minority students in private schools, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/ Alaska Native	Asian/ Pacific Islander	Minority
Total	**77.4**	**9.4**	**8.3**	**0.4**	**4.5**	**22.6**
NCES typology						
Catholic	75.8	8.2	11.2	0.4	4.4	24.2
Parochial	75.6	8.2	11.7	0.3	4.2	24.4
Diocesan	76.7	8.5	10.2	0.4	4.3	23.4
Private	74.5	7.9	11.4	0.7	5.5	25.5
Other religious	79.9	10.1	5.6	0.4	4.0	20.1
Conservative Christian	78.3	10.6	6.8	0.6	3.7	21.7
Affiliated	81.0	8.8	5.4	0.3	4.5	19.0
Unaffiliated	81.2	10.8	4.0	0.4	3.6	18.8
Nonsectarian	76.6	11.1	5.5	0.6	6.2	23.4
Regular	80.4	8.6	4.4	0.4	6.2	19.6
Special emphasis	72.1	12.5	6.3	1.0	8.1	27.9
Special education	61.8	23.9	10.8	0.9	2.5	38.2
School level						
Elementary	75.5	10.2	9.5	0.4	4.5	24.5
Secondary	78.2	7.8	9.1	0.4	4.6	21.8
Combined	80.5	8.7	5.8	0.5	4.6	19.5
Program emphasis						
Regular elementary/ secondary	77.9	8.9	8.3	0.4	4.5	22.1
Montessori	71.8	10.6	6.8	0.7	10.1	28.2
Special program emphasis	77.6	7.8	7.1	0.8	6.8	22.4
Special education	62.7	23.5	10.6	0.8	2.4	37.3
Vocational/technical	—	—	—	—	—	—
Alternative	73.8	14.7	7.1	0.9	3.7	26.2
Early childhood	67.3	18.9	10.0	0.2	3.6	32.7
Size						
Less than 50	75.4	13.7	7.1	0.9	3.0	24.7
50–149	73.6	14.5	7.3	0.8	3.8	26.4
150–299	73.6	12.1	9.6	0.4	4.2	26.4
300–499	78.5	8.0	8.4	0.4	4.6	21.5
500–749	81.6	5.1	8.4	0.3	4.7	18.4
750 or more	82.2	5.0	6.8	0.3	5.8	17.8
Region						
Northeast	77.3	11.2	7.7	0.2	3.7	22.8
Midwest	84.5	8.8	4.3	0.4	2.1	15.5
South	79.5	10.0	7.7	0.3	2.6	20.5
West	64.0	6.6	16.0	1.1	12.4	36.1
Community type						
Central city	71.5	12.6	10.5	0.3	5.0	28.5
Urban fringe/large town	81.0	7.0	7.0	0.3	4.7	19.0
Rural/small town	90.5	3.1	3.2	1.3	1.9	9.5

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 17.—Percentage distribution of private schools, by percentage minority students, average percentage minority students, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Percent minority students					Average percent minority students*
	None	1–9	10–29	30–49	50 or more	
Total	**14.7**	**33.9**	**23.6**	**9.0**	**18.8**	**24.6**
NCES typology						
Catholic	5.1	46.1	21.4	7.5	19.9	25.3
Parochial	5.3	48.0	19.2	7.2	20.4	25.3
Diocesan	5.6	46.6	22.1	7.1	18.6	24.2
Private	3.2	34.9	30.7	10.0	21.4	28.8
Other religious	24.4	31.4	20.4	7.6	16.2	21.5
Conservative Christian	14.4	36.2	23.8	9.3	16.3	23.1
Affiliated	25.2	28.8	20.3	8.2	17.5	22.5
Unaffiliated	34.4	28.1	17.0	5.3	15.2	19.1
Nonsectarian	6.3	22.6	33.9	14.3	22.8	30.6
Regular	5.8	28.9	35.4	10.4	19.6	28.0
Special emphasis	7.8	21.6	36.4	14.0	20.2	28.6
Special education	4.5	12.0	27.0	22.8	33.7	39.2
School level						
Elementary	14.5	34.9	22.2	8.2	20.3	25.6
Secondary	11.8	32.0	29.2	10.7	16.3	23.6
Combined	16.2	32.3	24.9	10.2	16.4	22.8
Program emphasis						
Regular elementary/secondary	15.2	37.0	22.4	7.8	17.7	23.4
Montessori	11.3	17.0	36.6	15.2	20.0	28.3
Special program emphasis	12.5	28.7	29.8	8.3	20.7	27.3
Special education	5.7	12.2	27.5	22.0	32.7	38.2
Vocational/technical	—	—	—	—	—	—
Alternative	19.2	25.4	26.2	9.8	19.5	25.4
Early childhood	28.1	11.8	23.6	—	22.7	26.9
Size						
Less than 50	35.2	14.6	21.3	9.6	19.3	24.0
50–149	11.3	35.1	23.1	10.1	20.5	26.5
150–299	4.4	42.3	24.1	8.7	20.6	26.4
300–499	3.5	48.4	25.7	7.4	15.1	22.0
500–749	3.6	51.2	27.6	6.3	11.5	18.6
750 or more	3.3	48.3	33.0	7.5	8.0	17.2
Region						
Northeast	21.8	32.5	20.4	7.3	18.1	22.9
Midwest	17.9	47.0	17.5	5.8	12.0	17.3
South	12.7	34.0	25.8	8.9	18.5	24.9
West	5.6	18.8	32.0	15.2	28.5	35.3
Community type						
Central city	5.6	27.9	26.1	11.1	29.3	35.2
Urban fringe/large town	11.3	36.7	26.1	10.0	15.9	22.4
Rural/small town	37.0	39.7	15.0	3.6	4.8	9.3

— Too few sample cases for a reliable estimate.

* These averages are based on the school level percentages while those in the last column of table 16 are based on the total percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 18.—Number and percentage distribution of private schools, by community type, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**27,223**	**100.0**	**10,825**	**100.0**	**10,359**	**100.0**	**6,040**	**100.0**
NCES typology								
Catholic	8,102	29.8	3,737	34.5	3,142	30.3	1,223	20.3
Parochial	4,607	16.9	2,105	19.5	1,787	17.3	716	11.9
Diocesan	2,598	9.5	1,177	10.9	1,008	9.7	413	6.8
Private	897	3.3	455	4.2	348	3.4	95	1.6
Other religious	13,232	48.6	4,550	42.0	4,725	45.6	3,958	65.5
Conservative Christian	4,989	18.3	1,615	14.9	1,953	18.9	1,421	23.5
Affiliated	3,531	13.0	1,400	12.9	1,309	12.6	822	13.6
Unaffiliated	4,712	17.3	1,535	14.2	1,462	14.1	1,714	28.4
Nonsectarian	5,889	21.6	2,538	23.5	2,492	24.1	859	14.2
Regular	2,494	9.2	1,089	10.1	1,005	9.7	400	6.6
Special emphasis	2,131	7.8	924	8.5	887	8.6	320	5.3
Special education	1,264	4.6	525	4.9	600	5.8	138	2.3
School level								
Elementary	16,530	60.7	6,789	62.7	6,410	61.9	3,331	55.2
Secondary	2,538	9.3	1,151	10.6	897	8.7	491	8.1
Combined	8,155	30.0	2,886	26.7	3,052	29.5	2,217	36.7
Program emphasis								
Regular elementary/ secondary	22,263	81.8	8,792	81.2	8,307	80.2	5,164	85.5
Montessori	1,190	4.4	485	4.5	563	5.4	*143	2.4
Special program emphasis	606	2.2	276	2.6	231	2.2	99	1.6
Special education	1,409	5.2	593	5.5	654	6.3	162	2.7
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	1,617	5.9	637	5.9	525	5.1	455	7.5
Early childhood	133	0.5	42	0.4	76	0.7	—	—
Size								
Less than 50	7,565	27.8	2,145	19.8	2,554	24.7	2,866	47.5
50–149	7,738	28.4	2,880	26.6	2,893	27.9	1,965	32.5
150–299	6,571	24.1	3,017	27.9	2,686	25.9	868	14.4
300–499	3,219	11.8	1,589	14.7	1,366	13.2	264	4.4
500–749	1,352	5.0	690	6.4	602	5.8	60	1.0
750 or more	778	2.9	505	4.7	257	2.5	16	0.3
Region								
Northeast	6,452	23.7	2,165	20.0	2,976	28.7	1,312	21.7
Midwest	6,991	25.7	2,640	24.4	2,349	22.7	2,002	33.2
South	8,240	30.3	3,623	33.5	2,710	26.2	1,907	31.6
West	5,540	20.4	2,397	22.2	2,324	22.4	818	13.6

— Too few sample cases for a reliable estimate.

* The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 19.—Number and percentage distribution of private school students, by community type, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**5,162,684**	**100.0**	**2,540,516**	**100.0**	**2,051,094**	**100.0**	**571,074**	**100.0**
NCES typology								
Catholic	2,511,040	48.6	1,293,629	50.9	1,022,949	49.9	194,463	34.1
Parochial	1,307,461	25.3	650,619	25.6	542,431	26.5	114,411	20.0
Diocesan	835,327	16.2	430,769	17.0	339,286	16.5	65,272	11.4
Private	368,252	7.1	212,241	8.4	141,231	6.9	14,780	2.6
Other religious	1,843,580	35.7	870,219	34.3	714,090	34.8	259,272	45.4
Conservative Christian	773,237	15.0	338,380	13.3	334,719	16.3	100,138	17.5
Affiliated	553,530	10.7	279,285	11.0	215,620	10.5	58,624	10.3
Unaffiliated	516,813	10.0	252,553	9.9	163,751	8.0	100,510	17.6
Nonsectarian	808,063	15.7	376,668	14.8	314,056	15.3	117,340	20.6
Regular	546,649	10.6	258,313	10.2	200,247	9.8	88,090	15.4
Special emphasis	175,140	3.4	82,569	3.3	70,873	3.5	21,698	3.8
Special education	86,274	1.7	35,786	1.4	42,937	2.1	7,552	1.3
School level								
Elementary	2,831,372	54.8	1,353,272	53.3	1,207,138	58.9	270,962	47.5
Secondary	806,639	15.6	448,549	17.7	289,917	14.1	68,174	11.9
Combined	1,524,673	29.5	738,695	29.1	554,039	27.0	231,938	40.6
Program emphasis								
Regular elementary/ secondary	4,751,634	92.0	2,344,585	92.3	1,882,531	91.8	524,518	91.9
Montessori	77,264	1.5	36,892	1.5	34,594	1.7	5,777	1.0
Special program emphasis	111,219	2.2	58,223	2.3	42,299	2.1	10,697	1.9
Special education	95,261	1.9	40,151	1.6	46,779	2.3	8,331	1.5
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	120,233	2.3	58,478	2.3	41,414	2.0	20,341	3.6
Early childhood	5,534	0.1	1,811	0.1	3,456	0.2	—	—
Size								
Less than 50	196,309	3.8	59,876	2.4	67,693	3.3	68,740	12.0
50–149	716,129	13.9	271,635	10.7	267,916	13.1	176,577	30.9
150–299	1,424,018	27.6	659,986	26.0	585,511	28.6	178,521	31.3
300–499	1,228,631	23.8	610,642	24.0	520,174	25.4	97,816	17.1
500–749	805,490	15.6	414,610	16.3	356,340	17.4	34,540	6.1
750 or more	792,106	15.3	523,767	20.6	253,459	12.4	14,880	2.6
Region								
Northeast	1,294,847	25.1	569,933	22.4	615,056	30.0	109,858	19.2
Midwest	1,345,446	26.1	621,851	24.5	525,152	25.6	198,443	34.8
South	1,575,784	30.5	862,913	34.0	510,243	24.9	202,627	35.5
West	946,608	18.3	485,818	19.1	400,643	19.5	60,146	10.5

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 20.—Percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	**50.7**	**95.6**	**1.9**	**2.5**
NCES typology				
Catholic	50.1	93.9	3.3	2.8
Parochial	49.9	99.3	0.5	—
Diocesan	50.3	97.0	1.2	1.8
Private	50.3	57.5	24.3	18.2
Other religious	50.2	97.2	1.2	1.6
Conservative Christian	49.9	99.5	—	—
Affiliated	50.6	94.4	2.4	3.3
Unaffiliated	50.3	96.9	1.3	1.7
Nonsectarian	53.6	94.4	1.7	4.0
Regular	51.4	94.8	2.3	2.9
Special emphasis	52.9	96.0	—	3.1
Special education	69.7	90.6	1.9	7.5
School level				
Elementary	50.5	99.0	0.4	0.6
Secondary	51.8	72.5	13.4	14.1
Combined	50.6	95.9	1.6	2.5
Program emphasis				
Regular elementary/secondary	50.3	96.0	2.0	2.0
Montessori	50.3	99.8	—	—
Special program emphasis	50.3	92.2	4.1	3.7
Special education	68.9	90.9	1.8	7.4
Vocational/technical	—	—	—	—
Alternative	53.7	92.6	1.8	5.7
Early childhood	34.9	100.0	0.0	0.0
Size				
Less than 50	52.3	96.6	1.1	2.4
50–149	53.1	97.1	0.9	2.1
150–299	50.6	97.0	1.6	1.4
300–499	49.3	93.5	4.1	2.4
500–749	48.5	88.9	6.9	4.3
750 or more	52.9	80.3	6.5	13.2
Region				
Northeast	50.8	91.1	4.0	4.9
Midwest	50.6	97.2	1.3	1.5
South	51.1	96.9	1.3	1.9
West	49.9	97.0	1.4	1.6
Community type				
Central city	50.7	94.3	2.7	3.0
Urban fringe/large town	50.5	96.0	1.9	2.1
Rural/small town	51.5	97.4	0.6	2.0

— Too few sample cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 21.—Percentage of schools with 12th-graders in 1998–99, number of 1998–99 graduates, 1998–99 graduation rate, and percentage of 1998–99 graduates who attended 4-year colleges, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Percent of schools with 12th-graders in 1998–99	Number of 1998–99 graduates	1998–99 graduation rate	Percent of 1998–99 graduates who attended 4-year colleges
Total	**29.2**	**273,025**	**98.4**	**53.3**
NCES typology				
Catholic	15.8	140,806	99.2	76.8
Parochial	4.9	99	98.8	71.0
Diocesan	19.5	61,163	99.2	74.5
Private	60.9	61,169	99.2	81.2
Other religious	36.1	81,003	97.9	47.6
Conservative Christian	51.3	33,134	96.8	45.1
Affiliated	26.7	25,876	98.5	52.8
Unaffiliated	27.0	21,993	98.8	48.9
Nonsectarian	32.2	51,216	97.2	51.4
Regular	36.5	39,768	99.0	76.3
Special emphasis	20.2	7,853	93.0	43.9
Special education	44.0	3,596	88.5	10.8
School level				
Elementary	(1)	(1)	(1)	(1)
Secondary	91.0	173,167	98.8	64.5
Combined	[2]68.3	99,859	97.8	48.7
Program emphasis				
Regular elementary/ secondary	28.5	251,742	98.8	59.0
Montessori	[3]2.8	478	94.1	[3]42.4
Special program emphasis	42.3	8,185	96.3	62.1
Special education	42.6	3,909	89.1	10.8
Vocational/technical	—	—	—	—
Alternative	44.4	8,631	95.0	30.1
Early childhood	0.0	0	0.0	0.0
Size				
Less than 50	23.9	5,528	92.2	26.2
50–149	28.6	19,846	95.2	41.6
150–299	22.7	34,781	98.5	61.0
300–499	33.7	53,604	98.8	73.1
500–749	51.3	57,611	99.1	78.7
750 or more	85.2	101,656	98.7	83.0
Region				
Northeast	25.4	76,783	98.5	60.4
Midwest	22.4	68,101	98.7	55.8
South	38.9	83,072	98.2	52.1
West	27.8	45,069	98.3	45.5
Community type				
Central city	28.6	146,523	98.4	58.8
Urban fringe/large town	28.1	96,224	98.5	52.8
Rural/small town	32.2	30,279	97.8	45.3

— Too few sample cases for a reliable estimate.

[1] Not applicable.

[2] Included are less than 1 percent of the schools that were combined in 1998–99, but were elementary in 1999–2000.

[3] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 22.—Private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1999–2000

State	Number of schools	Enrollment	Teachers	High school graduates, 1998–99
United States	**27,223**	**5,162,684**	**395,317**	**273,025**
Alabama	374	73,352	5,934	4,324
Alaska	69	6,172	572	245
Arizona	276	44,060	3,319	2,399
Arkansas	192	26,424	2,075	1,320
California	3,318	619,067	43,159	28,097
Colorado	339	52,142	4,353	2,470
Connecticut	348	70,058	6,879	5,141
Delaware	96	22,779	1,784	1,151
District of Columbia	89	16,690	1,898	1,231
Florida	1,545	290,872	22,929	12,866
Georgia	592	116,407	10,677	6,819
Hawaii	130	32,193	2,475	2,533
Idaho	94	10,209	790	459
Illinois	1,354	299,871	19,589	16,652
Indiana	677	105,533	7,362	4,597
Iowa	265	49,565	3,545	2,693
Kansas	237	43,113	3,166	2,071
Kentucky	368	75,084	5,478	3,997
Louisiana	434	138,135	9,206	8,716
Maine	139	18,287	1,760	2,050
Maryland	701	144,131	12,152	7,596
Massachusetts	694	132,154	12,497	9,632
Michigan	1,012	179,579	11,771	9,114
Minnesota	530	92,795	6,467	4,010
Mississippi	207	51,369	3,884	3,649
Missouri	576	122,387	9,105	6,851
Montana	90	8,711	740	395
Nebraska	237	42,141	2,963	2,303
Nevada	80	13,926	973	639
New Hampshire	171	23,383	2,208	1,894
New Jersey	905	198,631	15,496	11,072
New Mexico	182	23,055	1,992	1,361
New York	1,981	475,942	37,190	26,314
North Carolina	588	96,262	8,962	4,256
North Dakota	55	7,148	545	448
Ohio	974	254,494	16,165	13,394
Oklahoma	179	31,276	2,727	1,635
Oregon	347	45,352	3,473	2,376
Pennsylvania	1,964	339,484	24,453	18,002
Rhode Island	127	24,738	1,961	1,404
South Carolina	326	55,612	4,912	2,915
South Dakota	83	9,364	743	442
Tennessee	533	93,680	7,921	6,717
Texas	1,281	227,645	19,777	9,988
Utah	78	12,614	1,091	792
Vermont	122	12,170	1,361	1,273
Virginia	582	100,171	9,389	5,010
Washington	494	76,885	5,697	3,262
West Virginia	151	15,895	1,486	883
Wisconsin	991	139,455	10,025	5,525
Wyoming	41	2,221	241	41

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Technical Notes

Technical Notes: Private School Universe Survey, 1999–2000

Background

In 1988, the NCES introduced a proposal to develop a system to improve on the collection of private school data. This data collection system is currently designed to build a universe of private schools to serve as a sampling frame for the NCES sample surveys and generate biennial data on the total number of private schools, teachers, and students. In order to achieve these purposes, two major components were implemented: list building for the universe, including an area frame component, and data collection. Since the 1989–90 school year, the U.S. Bureau of the Census has conducted the biennial Private School Universe Survey (PSS) for the NCES. The next data collection will take place during the 2001–2002 school year. Data from the PSS are complemented by more in-depth information collected in the private school sample surveys that are part of the Schools and Staffing Survey (SASS).[1] The SASS was conducted in the 1987–88, 1990–91, 1993–94, and 1999–2000 school years.

Definitions

Community type

Community type is derived from the eight-category locale code. The locale code is based on the school's mailing address matched to U.S. Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. For this report, the local codes were aggragated into three community types:

Central city

A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central central city (a central city of an SMSA, but not designated as a large central city).

Urban fringe/large town

Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

Rural/small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census).

Region

Private schools are assigned to one of four geographic regions:

Northeast

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania

Midwest

Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas

South

Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas

West

Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada,

[1] U.S. Department of Education, National Center for Education Statistics, *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97–459 (Washington, DC: 1997), *Private Schools in the United States: A Statistical Profile, 1990–91*, NCES 95–330 (Washington, DC: 1995), and *Detailed Characteristics of Private Schools and Staff: 1987–88*, NCES 92–079 (Washington, DC: 1992).

Washington, Oregon, California, Alaska, and Hawaii

School, alternative

Alternative schools provide nontraditional education and may serve as adjuncts to regular schools. They fall outside the categories of regular, special education, and vocational education, although they may provide similar services or curriculum.

School, combined

A combined school has one or more of grades K–6 and one or more of grades 9–12; for example, schools with grades K–12, 6–12, 6–9, or 1–12 are classified as combined schools. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School, elementary

A school is elementary if it has one or more of grades K–6 and does not have any grade higher than grade 8; for example, schools with grades K–6, 1–3, or 6–8 are classified as elementary schools.

School, kindergarten-terminal

A school is kindergarten-terminal (k-terminal) if kindergarten is the highest grade.

School, private

A private school is a school that is not supported primarily by public funds. It must provide instruction for one or more of grades K–12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are not included.

School, secondary

A school is secondary if it has one or more of grades 7–12 and does not have any grade lower than grade 7; for example, schools with grades 9–12, 7–8, 10–12, or 7–9 are classified as secondary schools.

School, special education

Special education schools provide educational services to students with disabilities.

School, special program emphasis

A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools which offer a special program emphasis.

School, traditional

A traditional school provides instruction for one or more of grades 1–12 (or comparable ungraded levels).

School, vocational

Vocational schools primarily serve students who are being trained for occupations.

Teacher

Any full-time or part-time employee whose school reported that his or her assignment was teaching in any of grades K–12.

Typology

Private schools are assigned to one of three major categories and, within each major category, one of three subcategories:

Catholic

1. Parochial
2. Diocesan
3. Private

Other religious

4. Affiliated with a conservative Christian school association
5. Affiliated with a national denomination
6. Unaffiliated

Nonsectarian

7. Regular program emphasis
8. Special program emphasis
9. Special education.[2]

[2] U.S. Department of Education, National Center for Education Statistics, *Diversity of Private Schools*, Technical Report, NCES 92–082 (Washington, DC: 1991).

Ungraded students

Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.); for example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to "primary" and "intermediate" levels instead of specific grades.

Private School Frames

Since 1983, the NCES has used a dual-frame approach for building its private school universe.[3] The dual frame consists of a list frame and an area frame. The list building component was the primary means for improving coverage of private schools. Beginning in 1995, the NCES also collected data from schools for which kindergarten is the highest grade. Those 1999–2000 PSS schools meeting the pre-1995 definition of a private school (including any of grades 1–12) are referred to as "traditional" schools. Schools with kindergarten, but no grade higher than kindergarten, are referred to as kindergarten-terminal (k-terminal) schools. The list building component was divided into two phases: one for the k-terminal schools (known as the Early Childhood Operation) and one for the traditional schools. To identify schools that may have been overlooked in the list building component, an area frame component was also included. The combination of the universe list and additional schools identified in the area search comprised schools included in the 1999–2000 Private School Universe Survey. Unless otherwise stated, all estimates in this report are for traditional schools.

List frame

The basis for the 1999–2000 PSS list frame was the 1997–98 PSS. In order to provide coverage of private schools founded since 1997 and to improve coverage of private schools existing in 1997, the NCES collected school membership lists from 26 private school associations and religious denominations in 1999. The associations were asked to include schools that met the new PSS school definition when they provided lists. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the traditional definition of a school, as well as separate lists of programs which might include a kindergarten. These requests were made with the traditional state sources (the education departments) and also with other departments, such as health or recreation. For the Early Childhood Operation, sources included state child care licensing agencies and child care referral agencies. In 1997, 30 lists were received and processed from state daycare licensing agencies. In 1999, 40 lists were received, but budget constraints precluded processing all of the lists. After screening, 17 lists were selected and processed.

Schools on private school association membership lists and the state lists were compared to the base list and any school which did not match a school on the base list was added to the NCES base list. Additionally, questionnaires were sent out to approximately 5,800 programs identified in the 1997–98 PSS as prekindergarten-only. This procedure was done in order to ascertain if any of these programs included at least a kindergarten in the 1999–2000 school year.

Area frame

The area frame consists of a sample of primary sampling units (PSUs) drawn from the 2,054 PSUs into which the United States is divided. Each PSU consists of a single county, independent city, or cluster of geographically contiguous counties. The 1999–2000 PSS area frame was designed to produce approximately 50 percent overlap with the previous PSS. By maintaining a 50 percent overlap of PSUs with the 1997–98 PSS, the reliability of estimates of change was maintained at a reasonable level. Consequently, the area frame consisted of two sets of sample PSUs: 1) a subsample of the 1997–98 PSS area frame sample PSUs (overlap); and 2) a sample of PSUs selected independently from the 1997–98 PSS sample (non-overlap).

The eight PSUs (certainty PSUs) that are included in every PSS area sample remained in the 1999–2000 PSS area frame with certainty. All 60 PSUs

[3] U.S. Department of Education, National Center for Education Statistics, Bulletin, *Private Elementary and Secondary Education, 1983 Enrollment, Teachers, and Schools* (Washington, DC: 1984).

that had been in the 1997–98 PSS area frame for the first time and not previously included in the overlap sample were selected again for 1999–2000 PSS, resulting in a total overlap sample of 68 PSUs.

An additional 60 PSUs were selected independently. Of these 60, three were also in the overlap sample. The strata for selecting the non-overlap PSUs were defined the same as the 1997–98 PSS area frame design. Initially, 16 strata were created as done for prior cycles of PSS—region (Northeast, Midwest, South, West), metro/nonmetro status, and high/low percent private enrollment within metro/nonmetro status (i.e., above or below the median private school within each metro/nonmetro status). The high/low cutoffs were then adjusted so as to more nearly equalize the expected variance between the two strata. The purpose of this was to try to lower the overall standard errors resulting from the sampling of PSUs.

Sample sizes were determined for each metropolitan statistical area status within each region, proportional to the measure of size.[4] Some adjustments were made so that each sample size was an even number and that sample size was evenly distributed between the high and low groups. This was done in order to have an even number of cases in each stratum (with a minimum of two) for pairing purposes for calculating the PSS variances.

A total of 125 distinct PSUs (155 counties) were in the area sample. Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using such sources as yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools that did not match the universe list were considered part of the area frame.

Changes in Questionnaire Between 1997–98 and 1999–2000

The 1999–2000 PSS questionnaire content is relatively unchanged from the 1997–98 version. One religious affiliation was added to item 14—Church of God in Christ. In item 15, three associations were added–Association of Christian Teachers and Schools, National Coalition of Girls' Schools, and state or regional independent school associations. Item 9 previously collected data on the number of graduates that applied to 2-year or 4-year colleges. This year, data were collected on the percentage of graduates who went on to attend three types of schools—2-year colleges, 4-year colleges, and technical or other specialized schools.

Data Collection

Data collection for the 1999–2000 Private School Universe Survey coincided with the data collection phase of the private school component of the 1999–2000 SASS.[5] In order to reduce respondent burden during data collection, the 3,558 private schools selected for SASS were excluded from PSS. Schools selected for SASS received a SASS private school questionnaire only. The remaining 38,032 private schools were sent a PSS questionnaire. The PSS questionnaire used the same wording as the SASS questionnaire, but contained only a subset of the SASS questionnaire items. After data collection, the data for the SASS cases were merged into the PSS universe.

The data collection phase for both surveys consisted of two stages: a mailout/mailback stage and a telephone follow-up stage. The U.S. Bureau of the Census mailed PSS questionnaires to a total of 38,032 private schools on October 1, 1999. On November 5, 1999, a second PSS questionnaire was sent to schools not responding to the first. On October 20, 1999, SASS questionnaires were mailed to 3,558 private schools. On November 29, 1999, a second

[4] The PSS sample PSUs were selected systematically with probabilities proportional to the square root of the 1998 projected PSU population.

[5] For an overview of the 1999–2000 Schools and Staffing Survey, see *SASS: Schools and Staffing Survey*, NCES 1999–352 (Washington, DC: 1999).

mailing was made to the schools not responding to the first. A reminder postcard was sent one week after each mailout. The combined PSS/SASS return rate for the first PSS mailout (November 5, 1999) was 40 percent while the return rate at the end of the second PSS mailout (December 27, 1999) was 62 percent.[6]

On January 7, 2000, the U.S. Bureau of the Census began telephone interviewing for PSS schools not responding to the mail questionnaire. An additional 1,174 schools from the area frame operation were added to the workload at this time. Interviewing took place at the U.S. Bureau of the Census' Computer Assisted Telephone Interviewing (CATI) facilities located in Jeffersonville, Indiana and Tucson, Arizona. On January 18, 2000, CATI follow-up began for the 1,779 SASS schools not responding to the SASS mail questionnaire. The CATI follow-up for both PSS and SASS continued through March 10, 2000. Additional follow-up for PSS and SASS was conducted in the U.S. Bureau of the Census' 12 Regional Offices for schools that could not be contacted through the CATI facilities. This included 638 PSS schools for which we did not have a telephone number listed and 821 PSS schools that CATI was unable to contact. By the end of the followup, Census Bureau staff were able to reconcile the status for virtually 100 percent of the PSS/SASS schools.

A total of 9,346 programs that were on the file as traditional schools (i.e., having any of grades 1–12) were considered out-of-scope (or not eligible for the PSS). Twenty-nine percent of the out-of-scope cases were daycare/prekindergarten only; 23 percent were closed schools; 5 percent were duplicates; and 25 percent were classified as not a school. This included churches that were listed on the file, as well as homeschools and homeschool organizations and a handful of schools that are located outside of the United States. The remaining 18 percent were out of scope for the following reasons: the school did not have any K–12 students, the school was not a private school, or the school was out of scope for the area frame. After weighting the list and area components of the PSS, the estimate for the number of traditional private schools in the United States in 1999–2000 was 27,223 (table TN1). A total of 1,414 traditional private schools included in the PSS refused to participate and an additional 366 schools were also noninterviews, resulting in a weighted response rate of 92.7 percent. In 1997, 1,137 private schools refused resulting in a response rate of 95 percent.

During data collection and later in processing, school definition problems and variations in school names or addresses resulted in 458 duplicate cases for schools on the traditional and area frame lists. During the list development stage of PSS, some lists artificially divided schools into two or more schools. For example, a school offers grades K–12, but the information obtained during frame development identified the school as two schools, an elementary school and a secondary school. This resulted in two questionnaires being sent to the school. If both questionnaires were filled for the entire school, then one was made a duplicate.

Table TN1.—Traditional schools

Source	Unweighted	Weighted
Total	**35,289**	**27,223**
Out-of-scope list frame	8,572	0
Out-of-scope area frame	774	0
List frame	25,655	25,529
Area frame	288	1,694

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN2.—Kindergarten-terminal[1] schools

Source	Unweighted	Weighted
Total	**7,335**	**5,771**
Out-of-scope list frame	2,260	0
Out-of-scope area frame	[2]0	0
List frame	4,963	5,088
Area frame	[2]112	683

[1] A school in which kindergarten is the highest grade.

[2] Because it is impossible to determine whether out-of-scope and non-interview area frame schools are k-terminal or traditional, all out-of-scope and non-interview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

[6] The return rates cited in the data collection portion of the documentation are unweighted return rates calculated by dividing the total number of returns (interviews, noninterviews, and out-of-scopes) by the total number of schools in the Private School Universe.

Variations in school names and addresses resulted in additional duplication. For example, a school could be listed as "Saint Charles School" with a post office box mailing address and "Saint Charles Borromeo" with a street address. Cases such as these often went undetected during the initial unduplication effort. Since the questionnaire is relatively short, respondents often completed the duplicate questionnaire rather than reporting the problem to the U.S. Bureau of the Census.

In an effort to resolve duplicate reporting, the U.S. Bureau of the Census conducted a thorough review of the data after collection. They identified potential duplicates by reviewing all cases of duplicate character strings in the school name, address, and telephone number fields. Cases determined to be true duplicates were made out-of-scope.

Quality Control and Editing

For data collected during the telephone follow-up phase in the U.S. Bureau of the Census' CATI facilities, preliminary quality assurance and editing checks took place at the time of the interview. The data collection instrument was designed to alert interviewers to inconsistencies reported by the respondent. In this event, the interviewer would review the answers with the respondent and make the appropriate corrections to the data. For example, if the religious affiliation differed from the expected affiliation, the interviewer would review the entry with the respondent in an attempt to obtain the correct answer. Data from the CATI facilities were transmitted to U.S. Bureau of the Census headquarters for further processing.

Data from the mail returns and the CATI facilities went through several edits at the U.S. Bureau of the Census headquarters in Washington, DC. The edits consisted of:

1. Range check to eliminate out-of-range entries;
2. Consistency edit to compare data in different fields for consistency;
3. Blanking edit to verify that skip patterns on the questionnaire had been followed;
4. Interview status recode (ISR),[7] a program used prior to the weighting process to assign the final interview status to the record.

Item Response Rates

Three items had an unweighted response rate less than 90 percent.[8] See appendix C for an itemized list of response rates for traditional schools. See the imputation section below for a description of the imputation procedures used to compensate for item nonresponse.

Imputation

For questionnaire records classified as interviews, values were imputed to items with missing data either in the first stage (internal) or second stage (donor) imputation.

First stage imputation

In the first stage of imputation, values for missing items were imputed whenever possible by using information about the school from these sources:

Other items on the 1999–2000 PSS questionnaire

Based on entries from related items on the questionnaire, assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not answer item 10a (length of school day for kindergarten, transitional kindergarten, transitional first grade) and item 5 indicated that the school did not have students enrolled in any of those grades, then zero was imputed to item 10a.

Data from the 1997–98 Private School Survey

Data from the 1997–98 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 12a and it had been reported on the 1997–98 PSS, the datum was copied to item 12a.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment. For records where the number of students in item 7 (students, by race) did not equal the enrollment in item 6, excluding

[7] The ISR Codes are: 1, interview; 2, noninterview; and 3, out-of-scope.

[8] The item response rates for items 9d(1), 9d(2), and 9d(3) were 82.8, 78.8, and 76.1 percent, respectively.

prekindergarten, the item 7 entries were adjusted to be consistent with item 6, i.e., each entry in item 7 was multiplied by the ratio of the student count in item 7 to the enrollment in item 6, excluding prekindergarten.

Second stage imputation

Items still unanswered after the first stage processing were imputed during the second stage imputation. The second stage imputation process used a hot deck imputation methodology by extracting data from the record for a school (donor) similar to the nonrespondent. Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, instructional level) were created and used to sort the records and to match incomplete records to those with complete data. Questionnaire items were grouped according to the relevance of the imputation variables to the data collected by the item. For example, instructional level (LEVEL) was used for matching incomplete records and donors to fill item 16 (length of school year) but was not used for item 7 (students by race). Items 13 and 15 did not go through the donor imputation program. If, after the first stage, the item was still incomplete, the assumption was made for item 13 that the school was not in a private home, and for item 15 that the school did not belong to any associations.

Clerical imputation

For a few items, there were cases where entries were clerically imputed. The data record, sample file record, and the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when: there was no suitable donor found, the computer method produced an imputed entry that was unacceptable, and the nature of the item required an actual review of the data rather than a computer-generated value. Items 14a and 14c (religious orientation and affiliation) did not go through the donor imputation program. Rather, if values were still missing after the first stage imputation, the records were reviewed and imputed clerically.

Weighting

The survey data from the area frame component were weighted to reflect the sampling rates (probability of selection) in the PSUs. Survey data from both the list and area frame components were adjusted for school nonresponse. A brief description of the components that comprise the PSS weights follows.

There were 24,163 interviews and 1,780 cases which were non-interviews; the unweighted response rate was 93 percent.[9] (See table TN3 for a breakdown of weighted response rates, by list and area frame for traditional schools; and table TN4 for k-terminal schools.)

W_i, the PSS weight for all data items for the i^{th} school, is: $W_i = BW_i \times NR_c$

where: BW_i is the inverse of the selection probability for school i ($BW_i = 1$, for list frame schools; BW_i = inverse of the PSU probability of selection for the area frame schools).

Table TN3.—Traditional schools: weighted school response rates, by frame

	List frame	Area frame	Total frame
Response	23,931	1,429	25,360
(Unweighted)	(23,931)	(232)	(24,163)
Nonresponse	1,724	283	2,007
(Unweighted)	(1,724)	(56)	(1,780)
Out-of-scope	8,572	3,761	12,333
(Unweighted)	(8,572)	(774)	(9,346)
Response rate (percent)	93.5	83.5	92.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

[9] The response rate is calculated as follows: number of responding schools divided by the number of responding schools plus the number of nonresponding schools.

Table TN4.—Kindergarten-terminal[1] schools: weighted school response rates, by frame

	List frame	Area frame	Total frame
Response	4,884	665	5,549
(Unweighted)	(4,884)	(112)	(4,996)
Nonresponse	79	[2]0	79
(Unweighted)	(79)	[2](0)	(79)
Out-of-scope	2,260	[2]0	2,260
(Unweighted)	(2,260)	[2](0)	(2,260)
Response rate (percent)	98.4	100	98.6

[1] A school in which kindergarten is the highest grade.

[2] Because it is impossible to determine whether out-of-scope and noninterview area frame schools are k-terminal or traditional, all out-of-frame scope and noninterview area frame cases are included in the counts for traditional schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

NR_c is the weighted ratio of the sum of the in-scope schools to the sum of the in-scope responding schools in cell c, using BW_i as the weight.

The number of cells used in NR_c varied by school association, but each school association (20 groups) in the list frame used school level (four groups), by size (varying number of groups), by urbanicity (three groups). The cells used in NR_c for the k-terminal schools were school association (20 groups) by size (two groups) by urbanicity (three groups). The cells used in NR_c for area frame schools were certainty/noncertainty PSU by school affiliation (three groups) by school level (four groups) (see tables TN5 and TN6). If the number of schools in cell c was less than 15 or NR_c was greater than 1.5, then cell c was collapsed. List frame cells for traditional schools were collapsed within enrollment category, urbanicity and grade level. Associations were never collapsed together. List frame cells for k-terminal schools were collapsed within enrollment category and urbanicity before the associations were collapsed. Area frame cells for traditional schools were collapsed within grade level before affiliation cells (Catholic, other religious, nonsectarian) were collapsed. Area frame cells for k-terminal schools were collapsed within affiliation.

The state estimates presented in table 22 were prepared using a different weighting procedure.[10] The list frame and area frame schools in sample PSUs were grouped by typology. Logistic regression was used to model the relationship between school size and the probability of a school being added. Then, noncoverage adjustment factors were computed based on this model and applied to the list frame schools in nonsample PSUs to account for the missed schools in these areas. Three separate undercoverage adjustments were computed—one for schools and students, one for teachers, and one for graduates. Next, the total count of schools in each state was prepared by summing the weighted count (using the nonresponse adjustment factor described earlier but not the inverse of the PSU probability of selection) of list and area frame schools in the sample PSUs plus the weighted count (using the product of the nonresponse adjustment and noncoverage adjustment) of list frame schools in nonsample PSUs. Finally, an adjustment was made to these state totals to ensure the regional totals from the summation of these state totals agreed with the regional totals based on the weighting procedure described previously (as shown in table 1).

Sampling Error

The standard error indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above

[10] U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999–351 (Washington, DC: 1999).

Table TN5.—Nonresponse adjustment cells for list frame schools

Association,[1] by school level	Enrollment, by category						
Catholic							
K-terminal[2]	0–14	15 or more					
Elementary	0–149	150–199	200–249	250–300	300–349	350–449	450 or more
Secondary	0–349	350–549	550–849	850 or more			
Combined, Regular	0–299	300 or more					
Combined, Other	0–74	75 or more					
Friends							
K-terminal[2]	0–14	15 or more					
Elementary	0–149	150 or more					
Secondary	0–124	125 or more					
Combined, Regular	0–99	100–249	250–449	450 or more			
Combined, Other	0 or more						
Episcopal							
K-terminal[2]	0–14	15 or more					
Elementary	0–174	175 or more					
Secondary	0–249	250 or more					
Combined, Regular	0–299	300–699	700 or more				
Combined, Other	0 or more						
National Society for Hebrew Day Schools							
K-terminal[2]	0–14	15 or more					
Elementary	0–125	126–249	250 or more				
Secondary	0–99	100 or more					
Combined, Regular	0–399	400 or more					
Combined, Other	0 or more						
Solomon Schechter Day Schools							
K-terminal[2]	0–14	15 or more					
Elementary	0–174	175 or more					
Secondary	0–249	250 or more					
Combined, Regular	0–299	300–699	700 or more				
Combined, Other	0 or more						
Other Jewish							
K-terminal[2]	0–14	15 or more					
Elementary	0–124	125–249	250 or more				
Secondary	0–99	100 or more					
Combined, Regular	0–399	400 or more					
Combined, Other	0 or more						
Lutheran Church, Missouri Synod							
K-terminal[2]	0–14	15 or more					
Elementary	0–74	75–149	150–199	200 or more			
Secondary	0–124	125 or more					
Combined, Regular	0–74	75–149	150–249	250–349	350–499	500 or more	
Combined, Other	0 or more						
Evangelical Lutheran Church, Wisconsin Synod							
K-terminal[2]	0–14	15 or more					
Elementary	0–49	50–99	100 or more				
Secondary	0–299	300 or more					
Combined, Regular	0 or more						
Combined, Other	0 or more						
Evangelical Lutheran Church in America							
K-terminal[2]	0–14	15 or more					
Elementary	0–149	150 or more					
Secondary	0–124	125 or more					
Combined, Regular	0–99	100–249	250–449	450 or more			
Combined, Other	0 or more						

[1] Each school association is also divided into three urbanicity groups (central city, suburb, and rural).

[2] A school in which kindergarten is the highest grade.

Table TNS.—Nonresponse adjustment cells for list frame schools–continued

Association,[1] by school level	Enrollment, by category				
Other Lutheran					
K-terminal[2]	0–14	15 or more			
Elementary	0–49	50 or more			
Secondary	0–99	100 or more			
Combined, Regular	0–85	86 or more			
Combined, Other	0–49	50–99	100 or more		
Seventh-Day Adventist					
K-terminal[2]	0–14	15 or more			
Elementary	0–49	50 or more			
Secondary	0–99	100 or more			
Combined, Regular	0–85	86 or more			
Combined, Other	0–49	50–99	100 or more		
Christian Schools International					
K-terminal[2]	0–14	15 or more			
Elementary	0–175	176 or more			
Secondary	0–249	250 or more			
Combined, Regular	0–299	300–699	700 or more		
Combined, Other	0 or more				
American Association of Christian Schools					
K-terminal[2]	0–14	15 or more			
Elementary	0–74	75 or more			
Secondary	0–124	125 or more			
Combined, Regular	0–49	50–149	150–349	350 or more	
Combined, Other	0 or more				
National Association of Private Schools for Exceptional Children					
K-terminal[2]	0–14	15 or more			
Elementary	0–49	50 or more			
Secondary	0–99	100 or more			
Combined, Regular	0–84	85 or more			
Combined, Other	0–49	50–99	100 or more		
Military Schools					
K-terminal[2]	0–14	15 or more			
Elementary	0–49	50–99	100 or more		
Secondary	0–299	300 or more			
Combined, Regular	0 or more				
Combined, Other	0 or more				
Montessori					
K-terminal[2]	0–14	15 or more			
Elementary	0–49	50 or more			
Secondary	0–99	100 or more			
Combined, Regular	0–84	85 or more			
Combined, Other	0–49	50–99	100 or more		
National Association of Independent Schools					
K-terminal[2]	0–14	15 or more			
Elementary	0–149	150–299	300 or more		
Secondary	0–299	300 or more			
Combined, Regular	0–299	300–449	450–599	600–799	800 or more
Combined, Other	0 or more				
National Independent Private School Association					
K-terminal[2]	0–14	15 or more			
Elementary	0–174	175 or more			
Secondary	0–249	250 or more			
Combined, Regular	0–299	300–699	700 or more		
Combined, Other	0 or more				

[1] Each school association is also divided into three urbanicity groups (central city, suburb, and rural).

[2] A school in which kindergarten is the highest grade.

Table TN5.—Nonresponse adjustment cells for list frame schools–continued

Association,[1] by school level	Enrollment, by category					
Association of Christian Schools International						
K-terminal[2]	0–14	15 or more				
Elementary	0–74	75–149	150–199	200 or more		
Secondary	0–124	125 or more				
Combined, Regular	0–74	75–149	150–249	250–349	350–499	500 or more
Combined, Other	0 or more					
All else						
K-terminal[2]	0–14	15 or more				
Elementary	0–49	50–99	100–199	200 or more		
Secondary	0–49	50–149	150 or more			
Combined, Regular	0–49	50–99	100–199	200 or more		
Combined, Other	0–49	50–99	100 or more			

[1] Each school association is also divided into three urbanicity groups (central city, suburb, and rural).

[2] A school in which kindergarten is the highest grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN6.—Noninterview cells for area frame schools[1]

	School level			
Affiliation	K-terminal[2]	Elementary	Secondary	Combined
Catholic				
Other religious				
Nonsectarian				

[1] Separate noninterview cells were used for schools from certainty and noncertainty PSUs.

[2] A school in which kindergarten is the highest grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, in school year 1999–2000, the estimate for all traditional private schools is 27,223 and the standard error is 238.6. The 95 percent confidence interval for this statistic extends from 27,223 - (238.6 * 1.96) to 27,223 + (238.6 * 1.96) or from 26,755.3 to 27,690.7. The standard error for the 5,162,684 students in private schools is 25,410.2; the 95 percent confidence interval for this statistic extends from 5,112,880.1 to 5,212,487.9.

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean squared error of the replicate estimates around the full sample provides an estimate of the variance of the statistic.[11] A computer program (WESVAR), developed by Westat, Inc., was used to calculate the estimates of standard errors. For PSS, only the area frame contributes to the standard error. The list frame component of the standard error is always zero (0). Standard errors for statistics in each table are presented in corresponding tables in appendix A.

Stability of Sampling Error Estimates

The known incompleteness of the private school list frame mandates the need for an area frame sample to improve the coverage of the private school universe. However, the area frame sample of PSUs is small (125 out of a total of approximately 2,000 eligible PSUs) leading to potentially unstable estimates of standard errors. This is particularly true

[11] Kirk M. Wolter, *Introduction to Variance Estimation*, chapter 3, (New York: 1985).

when the domain of interest is small. When this occurs, sometimes there is not enough information to compute a standard error, as the tables indicate. Stabilizing the standard error estimate given the level of detail of the PSS estimates would require a much larger PSU sample. The current area frame is designed to produce regional estimates.

Root Mean Squared Error of Model-based Estimates

The state estimates found in table 22 of private schools, enrollment, FTE teachers, and high school graduates were produced using model-based estimation, which is subject to bias. The PSS is willing to accept this bias in exchange for producing state estimates that are more stable. Table 22A lists root mean squared errors rather than standard errors to reflect this bias.[12]

$$RMSE(x) = \sqrt{B^2(x) + Var(x)}$$

where: $RMSE(x)$ = root mean squared error of the estimate

$B(x)$ = bias of the estimate (The difference between the model-based estimate and the direct estimate.)

$Var(x)$ = variance of the estimate

Nonsampling Error

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. While sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Undercoverage in the list and area frames is another possible source of nonsampling error. To reduce this bias, the area frame was used to complement the list frame through the identification of schools missing from the list frame. Tables TN7, TN8, and TN9 show the contribution of the area frame to counts of students, teachers, and schools meeting the traditional PSS definition. Table TN10 shows the breakdown of list and area frame k-terminal schools.

Because the PSS uses a dual frame approach, it is possible to estimate the coverage or completeness of the PSS. A capture-recapture methodology was used to estimate the number of private schools in the United States and to estimate the coverage of private schools in the 1999–2000 PSS. The list frame "captured" 25,529 schools. In the subsequent area frame, 19,569 schools (weighted) were "captured," of which 17,875 were "recaptured" (i.e., already on the list frame). Solution for x in the equation $19{,}569*(25{,}529/x) = 17{,}875$ reveals an estimated population (capture-recapture estimate) of 27,948 private schools. The coverage of the traditional PSS estimate is the ratio of the PSS estimate (27,223) to the capture-recapture estimate (27,948) and is equal to 97 percent.

The capture-recapture estimate of 27,948 private schools is based on several assumptions, one of which is that the probability of observing a school from a frame has the same expected value for all units. Violation of this assumption tends to underestimate the undercoverage. Concerns about this can be alleviated by poststratification. To this end, separate capture-recapture estimates were computed for four different sets of poststratification cells: typology (27,993), grade level (28,095), religious orientation—Catholic, other religious, nonsectarian (27,999), and religious orientation within grade level (28,133). Using the highest estimate makes it least likely that the above mentioned assumption would be violated. Thus, the capture-recapture estimate used is given by the religious orientation within grade level cells (28,133). The coverage rate, then, is equal to 97 percent.

[12] See U.S. Department of Education, National Center for Education Statistics, *Indirect State Level Estimation for the Private School Survey*. Technical Report, NCES 1999–351 (Washington, DC: 1999).

Table TN7.—Private school enrollment, by NCES typology and type of frame

NCES typology	Total	List frame	Area frame	Area frame percent total
Total	**5,162,684**	**5,022,816**	**139,868**	**2.71**
Catholic	2,511,040	2,495,372	15,668	0.62
Parochial	1,307,461	1,298,529	8,932	0.68
Diocesan	835,327	834,102	1,225	0.15
Private	368,252	362,741	5,511	1.50
Other religious	1,843,580	1,742,303	101,278	5.49
Conservative Christian	773,237	755,354	17,883	2.31
Affiliated	553,530	538,310	15,220	2.75
Unaffiliated	516,813	448,638	68,175	13.19
Nonsectarian	808,063	785,141	22,922	2.84
Regular	546,649	540,898	5,751	1.05
Special emphasis	175,140	161,190	13,950	7.96
Special education	86,274	83,053	3,221	3.73

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN8.—Number of private school teachers (headcount), by NCES typology and type of frame

NCES typology	Total	List frame	Area frame	Area frame percent total
Total	**437,239**	**422,155**	**15,084**	**3.45**
Catholic	161,907	161,120	787	0.49
Parochial	79,007	78,629	378	0.48
Diocesan	53,167	53,111	56	0.11
Private	29,733	29,380	353	1.19
Other religious	173,246	161,891	11,355	6.55
Conservative Christian	68,147	66,269	1,878	2.76
Affiliated	54,749	53,152	1,597	2.92
Unaffiliated	50,350	42,469	7,880	15.65
Nonsectarian	102,086	99,144	2,942	2.88
Regular	63,309	62,574	735	1.16
Special emphasis	23,483	21,734	1,749	7.45
Special education	15,293	14,835	458	2.99

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Publication Criteria for PSS Estimates

The NCES criteria for the publication of an estimate are based on two category types: surveys based on a sample from a frame or the entire frame (universe surveys). To publish an estimate for a sample survey, at least 30 cases must be used in developing the estimate; for a universe survey, at least three cases must be used in developing the estimate. The PSS has pieces of both categories: an area frame sample of 125 PSUs which collect data on schools not on the list frame and a complete census of schools belonging to the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area frame component of an estimate can have a large sampling error, some indication of a large sampling error is appropriate. Based on these

Table TN9.—Number of private schools, by NCES typology and type of frame

NCES typology	Total	List frame	Area frame	Area frame Percent total
Total	**27,223**	**25,530**	**1,694**	**6.22**
Catholic	8,102	8,039	64	0.79
Parochial	4,607	4,579	29	0.62
Diocesan	2,598	2,595	3	0.12
Private	897	865	32	3.58
Other religious	13,232	11,948	1,284	9.71
Conservative Christian	4,989	4,684	305	6.11
Affiliated	3,531	3,144	387	10.97
Unaffiliated	4,711	4,120	592	12.56
Nonsectarian	5,889	5,543	346	5.87
Regular	2,494	2,399	95	3.81
Special emphasis	2,131	1,955	177	8.30
Special education	1,264	1,190	74	5.86

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table TN10.—Kindergarten-terminal schools,* students, and teachers (headcount), by NCES typology and type of frame

NCES typology	Total	List frame	Area frame	Area frame percent total
Schools				
Total	**5,772**	**5,088**	**683**	**11.84**
Catholic	134	128	5	3.97
Other religious	1,725	1,461	263	15.27
Nonsectarian	3,914	3,499	415	10.59
Students				
Total	**91,802**	**80,645**	**11,157**	**12.15**
Catholic	3,649	3,500	149	4.09
Other religious	29,494	25,744	3,751	12.72
Nonsectarian	58,658	51,401	7,257	12.37
Teachers				
Total	**15,593**	**14,422**	**1,170**	**7.51**
Catholic	502	496	5	1.06
Other religious	4,516	4,155	361	7.99
Nonsectarian	10,576	9,771	804	7.61

*A school in which kindergarten is the highest grade.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

two concerns, the following rule was applied to estimates in the PSS tables:

> In order for an estimate to be included in a PSS table, it must be based on at least 15 schools. If the estimate is based on at least 15 schools and the coefficient of variation (standard error/estimate) is greater than 25 percent, then the estimate is identified as such and the reader is referred to a table of standard errors.

Comparability with Other Estimates

Private School Survey data

Comparisons of the 1999–2000 NCES private school estimates with those from previous surveys (see table TN11) show no significant change in the estimates for the number of private schools. However, the estimates do indicate an increase in the estimate for the number of teachers and the number of private school students. For example, the 95

Table TN11.—Summary table for private school statistics: 1989, 1991, 1993, 1995, 1997, and 1999

Selected characteristics	1989	1991	1993	1995	1997	1999
Schools						
Total	**26,712**	**25,998**	**26,093**	**27,686**	**27,402**	**27,223**
Elementary	16,514	15,716	15,571	16,744	16,623	16,530
Secondary	2,490	2,475	2,506	2,533	2,487	2,538
Combined	7,707	7,807	8,016	8,409	8,292	8,155
Students						
Total	**4,838,497**	**4,889,545**	**4,836,442**	**5,032,200**	**5,076,119**	**5,162,684**
Elementary	2,764,118	2,766,059	2,759,771	2,835,247	2,824,844	2,831,372
Secondary	842,040	818,570	791,235	811,422	798,339	806,639
Combined	1,232,339	1,304,917	1,285,437	1,385,531	1,452,937	1,524,673
FTE Teachers						
Total	**331,533**	**339,267**	**338,162**	**361,909**	**376,544**	**395,317**
Elementary	158,025	160,125	163,641	176,148	180,452	187,833
Secondary	62,971	62,198	58,497	59,880	60,885	62,737
Combined	110,537	116,944	116,025	125,881	135,207	144,746

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1989–90, 1991–92, 1993–94, 1995–96, 1997–98, and 1999–2000.

percent confidence interval on the 1999–2000 estimate of 5,162,684 students ranges from 5,112,880 to 5,212,488 and the 95 percent confidence interval of the 1997–98 estimate of 5,076,119 ranges from 5,045,643 to 5,106,595. Similarly the 95 percent confidence interval on the 1999–2000 estimate of 395,317 FTE teachers ranges from 389,671 to 400,963 and the confidence interval on the 1997–98 estimate of 376,544 ranges from 373,375 to 379,714.

Current Population Survey data

A comparison of the PSS estimate of K–12 students enrolled in all schools with the most recent household survey estimate from the October Supplement of the Current Population Survey (CPS)[13] shows that the PSS estimate of 5,254,485 is lower than the CPS estimate of 5,532,000 private school students in grades K–12 in the 1999–2000 school year. (The 95 percent confidence interval of the PSS estimate ranges from 5,202,034 to 5,306,936, while that of the CPS estimate ranges from 5,314,000 to 5,750,000.) This is in contrast to 1995–96 where the PSS and CPS estimates did not differ and 1997–98 where the PSS estimate was greater than the CPS estimate. (Comparisons of the CPS and PSS enrollments for earlier PSS are not as informative since the PSS estimates in previous years do include the kindergarten enrollment from k-terminal schools.) Between these three points in time the PSS enrollment estimate has been more stable, with small increases of 32,428 (between 1995–96 and 1997–98) and 75,304 (between 1997–98 and 1999–2000) students, while the CPS enrollment estimates decreased by 441,000 students between 1995–96 and 1997–98 and increased by 649,900 students between 1997–98 and 1999–2000.

National Catholic Educational Association data

Comparisons of the NCES PSS estimate for Catholic schools with the National Catholic Educational Association (NCEA) data[14] for the 1999–2000 school year (see table TN12) show a similarity in the school counts, but a difference in the student counts between the two data sources. Beginning in the 1997–98 school year, the NCEA computed FTE teacher counts giving each part-time teacher a weight of 0.333. Therefore, the FTE teacher counts are not strictly comparable between PSS and NCEA. The survey methodologies used by the NCES and the NCEA are quite different; the NCES surveys private schools directly while the NCEA surveys

[13] U.S. Department of Commerce, Bureau of the Census, "School Enrollment–Social and Economic Characteristics of Students: October 1999," Current Population Reports, Series P-20, No. 533 (Washington, DC: 2000).

[14] National Catholic Educational Association, United States Catholic Elementary and Secondary Schools, 1999–2000: Annual Statistical Report on Schools, Enrollment, and Staffing (Washington, DC: 2000).

Table TN12.—National statistics for Catholic schools for 1999–2000: Comparison of National Catholic Educational Association (NCEA) and Private School Survey (PSS) data

Selected characteristics	NCEA	PSS
Schools		
Total	**8,144**	**8,102**
Elementary	6,923	6,707
Secondary	1,221	1,114
Combined	(*)	282
Students		
Total	**2,500,416**	**2,511,040**
Elementary	1,877,236	1,814,676
Secondary	623,180	607,682
Combined	(*)	88,681
FTE Teachers		
Total	**157,134**	**149,600**
Elementary	109,404	100,565
Secondary	47,730	41,301
Combined	(*)	7,734

* Data are not available.

NOTE: Details may not add to totals due to rounding.

SOURCES: National Catholic Educational Association, *United States Catholic Elementary and Secondary Schools, 1999–2000: Annual Report on Schools, Enrollment, and Staffing* (Washington, DC: 2000) and U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

archdiocesan and diocesan offices of education and some state Catholic conferences. The NCEA 1999–2000 school year count of 8,144 schools is within the 95 percent confidence interval of the 1999–2000 PSS estimate of Catholic schools (from 8,054 to 8,150). The NCEA K–12 student count of 2,500,416 is lower than the 95 percent confidence interval of the 1999–2000 PSS estimate of Catholic students (from 2,501,659 to 2,520,422). Both the NCEA teacher count of 157,134 and the PSS estimate of 149,600 include part-time and full-time teachers in the computation of full-time equivalents (the 95 percent confidence interval of the PSS estimate ranges from 149,188 to 150,012).

Appendix A
Standard Error Tables

Table 1A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**238.6**		**25,410.2**		**2,880.5**	
NCES typology						
Catholic	24.4	0.29	4,786.5	0.26	210.0	0.29
Parochial	14.4	0.17	4,370.6	0.16	159.7	0.15
Diocesan	0.0	0.08	0.0	0.08	0.0	0.09
Private	19.5	0.08	1,945.1	0.05	134.8	0.06
Other religious	227.6	0.45	24,798.8	0.31	2,759.1	0.43
Conservative Christian	103.7	0.33	4,596.4	0.10	457.2	0.13
Affiliated	141.4	0.48	4,770.4	0.09	387.7	0.11
Unaffiliated	148.5	0.45	22,658.6	0.39	2,597.8	0.58
Nonsectarian	68.4	0.26	5,428.0	0.11	721.5	0.21
Regular	18.3	0.10	1,142.1	0.06	123.8	0.11
Special emphasis	48.2	0.16	4,957.7	0.09	670.9	0.16
Special education	22.0	0.08	1,332.0	0.03	152.4	0.05
School level						
Elementary	194.7	0.52	7,393.1	0.25	692.4	0.32
Secondary	61.7	0.22	2,395.1	0.09	229.3	0.12
Combined	159.8	0.50	23,337.1	0.32	2,681.6	0.42
Program emphasis						
Regular elementary/secondary	204.5	0.27	24,067.0	0.10	2,718.1	0.18
Montessori	47.4	0.16	2,398.8	0.04	229.7	0.05
Special program emphasis	23.0	0.09	4,474.1	0.09	607.0	0.15
Special education	22.1	0.09	1,379.7	0.03	154.6	0.05
Vocational/technical	—	—	—	—	—	—
Alternative	54.1	0.19	2,035.6	0.04	288.0	0.07
Early childhood	12.3	0.05	191.1	(*)	20.3	0.01
Size						
Less than 50	176.0	0.44	4,372.1	0.08	478.6	0.11
50–149	96.1	0.26	6,953.5	0.13	899.6	0.21
150–299	47.7	0.24	12,408.5	0.22	1,237.2	0.29
300–499	17.1	0.10	6,214.5	0.13	648.6	0.19
500–749	3.3	0.05	2,330.1	0.08	79.4	0.10
750 or more	19.8	0.07	18,232.3	0.30	2,143.0	0.47
Region						
Northeast	104.0	0.35	5,768.9	0.15	305.5	0.20
Midwest	104.3	0.35	8,185.1	0.17	906.6	0.24
South	175.7	0.48	22,964.5	0.32	2,693.3	0.46
West	66.0	0.26	4,246.2	0.11	357.5	0.15
Community type						
Central city	124.5	0.42	24,675.7	0.27	2,716.6	0.38
Urban fringe/large town	131.9	0.54	8,719.0	0.24	764.3	0.31
Rural/small town	217.0	0.67	5,583.6	0.11	717.2	0.18

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2A.—Standard errors for number and percentage distribution of private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**238.6**		**25,410.2**		**2,880.5**	
Religious orientation						
Roman Catholic	24.4	0.29	4,786.5	0.26	210.0	0.29
Amish	78.7	0.28	1,482.7	0.03	106.6	0.03
Assembly of God	3.6	0.02	604.5	0.01	49.6	0.02
Baptist	53.4	0.17	4,659.9	0.08	332.2	0.08
Brethren	0.0	(*)	0.0	(*)	0.0	(*)
Calvinist	0.0	(*)	0.0	(*)	0.0	(*)
Christian (unspecified)	168.3	0.56	12,702.1	0.22	1,393.1	0.32
Church of Christ	0.0	0.01	0.0	(*)	0.0	0.01
Church of God	12.5	0.04	923.6	0.02	102.3	0.03
Church of God in Christ	7.3	0.03	320.6	0.01	37.3	0.01
Episcopal	26.0	0.09	16,970.6	0.32	1,918.7	0.47
Friends	0.0	(*)	0.0	(*)	0.0	(*)
Greek Orthodox	0.0	(*)	0.0	(*)	0.0	(*)
Islamic	16.4	0.06	851.8	0.02	124.1	0.03
Jewish	4.5	0.03	464.8	0.02	51.6	0.03
Lutheran Church—Missouri Synod	6.2	0.04	786.4	0.02	41.9	0.02
Evangelical Lutheran Church In America	0.0	(*)	0.0	(*)	0.0	(*)
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	(*)	0.0	(*)
Other Lutheran	11.7	0.04	69.9	(*)	30.6	0.01
Mennonite	48.9	0.17	1,336.7	0.03	132.3	0.03
Methodist	0.0	(*)	0.0	(*)	0.0	(*)
Pentecostal	22.7	0.08	599.2	0.01	106.4	0.03
Presbyterian	0.0	(*)	0.0	(*)	0.0	0.01
Seventh-Day Adventist	26.1	0.10	239.8	0.01	29.6	0.01
Other	103.5	0.38	8,475.0	0.16	1,128.1	0.28
Nonsectarian	68.4	0.26	5,428.0	0.11	721.5	0.21

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 3A.—Standard errors for number and percentage distribution of private schools, by school level, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**238.6**		**194.7**		**61.7**		**159.8**	
NCES typology								
Catholic	24.4	0.29	23.7	0.50	4.4	1.07	3.5	0.08
Parochial	14.4	0.17	14.4	0.33	0.0	0.18	0.0	0.02
Diocesan	0.0	0.08	0.0	0.15	0.0	0.46	0.0	0.02
Private	19.5	0.08	18.7	0.11	4.4	0.44	3.5	0.06
Other religious	227.6	0.45	187.8	0.67	55.7	1.60	159.5	0.65
Conservative Christian	103.7	0.33	75.3	0.37	54.1	1.95	43.3	0.73
Affiliated	141.4	0.48	105.3	0.56	12.9	0.52	91.9	0.95
Unaffiliated	148.5	0.45	91.9	0.43	2.8	0.22	94.5	0.90
Nonsectarian	68.4	0.26	40.4	0.27	26.3	0.96	24.4	0.59
Regular	18.3	0.10	18.2	0.14	5.5	0.32	10.4	0.24
Special emphasis	48.2	0.16	31.6	0.19	20.7	0.76	19.8	0.26
Special education	22.0	0.08	13.9	0.08	15.1	0.58	7.8	0.23
Program emphasis								
Regular elementary/ secondary	204.5	0.27	174.7	0.25	56.0	0.93	148.4	0.64
Montessori	47.4	0.16	41.7	0.22	—	—	12.0	0.14
Special program emphasis	23.0	0.09	3.3	0.03	19.9	0.75	11.7	0.15
Special education	22.1	0.09	14.2	0.09	15.1	0.58	7.8	0.25
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	54.1	0.19	17.0	0.11	6.2	0.33	46.6	0.55
Early childhood	12.3	0.05	9.2	0.06	0.0	0.00	—	—
Size								
Less than 50	176.0	0.44	186.3	0.83	59.6	1.84	106.6	0.85
50–149	96.1	0.26	38.2	0.35	15.9	0.71	79.3	0.70
150–299	47.7	0.24	18.8	0.35	4.3	0.43	43.2	0.55
300–499	17.1	0.10	2.8	0.14	1.8	0.41	17.2	0.24
500–749	3.3	0.05	3.3	0.05	0.0	0.27	0.0	0.11
750 or more	19.8	0.07	0.0	0.01	1.2	0.30	19.7	0.25
Region								
Northeast	104.0	0.35	102.5	0.53	6.7	0.76	10.9	0.41
Midwest	104.3	0.35	62.1	0.43	15.5	0.74	53.9	0.63
South	175.7	0.48	149.6	0.70	55.9	1.71	143.9	1.07
West	66.0	0.26	34.1	0.29	19.9	0.79	42.4	0.56
Community type								
Central city	124.5	0.42	56.4	0.51	17.0	1.12	73.3	0.86
Urban fringe/large town	131.9	0.54	36.0	0.49	16.0	0.93	123.9	1.06
Rural/small town	217.0	0.67	185.0	0.89	57.1	1.83	72.7	0.82

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4A.—Standard errors for number and percentage distribution of private school students, by school level, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**25,410.2**		**7,393.1**		**2,395.1**		**23,337.1**	
NCES typology								
Catholic	4,786.5	0.26	4,741.0	0.20	95.7	0.22	651.4	0.10
Parochial	4,370.6	0.16	4,370.6	0.17	0.0	0.03	0.0	0.02
Diocesan	0.0	0.08	0.0	0.05	0.0	0.10	0.0	0.02
Private	1,945.1	0.05	1,830.3	0.06	95.7	0.09	651.4	0.07
Other religious	24,798.8	0.31	6,364.5	0.18	1,249.0	0.14	22,827.0	0.56
Conservative Christian	4,596.4	0.10	2,109.6	0.07	1,237.2	0.15	3,534.7	0.51
Affiliated	4,770.4	0.09	2,113.8	0.07	75.2	0.02	4,240.5	0.30
Unaffiliated	22,658.6	0.39	5,292.2	0.17	153.9	0.02	21,309.9	1.17
Nonsectarian	5,428.0	0.11	2,211.1	0.07	2,133.9	0.24	4,339.3	0.48
Regular	1,142.1	0.06	990.7	0.03	1,057.1	0.13	954.4	0.33
Special emphasis	4,957.7	0.09	1,681.4	0.06	1,883.0	0.23	4,137.9	0.27
Special education	1,332.0	0.03	978.0	0.03	272.1	0.03	862.3	0.09
Program emphasis								
Regular elementary/ secondary	24,067.0	0.10	7,161.3	0.07	1,508.9	0.22	22,578.4	0.31
Montessori	2,398.8	0.04	1,522.6	0.05	—	—	1,078.0	0.07
Special program emphasis	4,474.1	0.09	33.1	(*)	1,834.9	0.22	4,081.6	0.26
Special education	1,379.7	0.03	1,042.1	0.04	272.1	0.03	862.3	0.09
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	2,035.6	0.04	992.3	0.03	450.2	0.06	1,468.3	0.11
Early childhood	191.1	(*)	164.2	0.01	0.0	0.00	—	—
Size								
Less than 50	4,372.1	0.08	3,766.2	0.13	642.2	0.08	2,724.0	0.17
50–149	6,953.5	0.13	3,256.5	0.10	1,861.9	0.22	4,922.1	0.34
150–299	12,408.5	0.22	4,945.3	0.14	862.0	0.10	11,297.7	0.65
300–499	6,214.5	0.13	1,207.1	0.07	569.2	0.09	6,261.2	0.41
500–749	2,330.1	0.08	2,330.1	0.08	0.0	0.06	0.0	0.27
750 or more	18,232.3	0.30	0.0	0.01	1,211.2	0.14	18,192.1	0.94
Region								
Northeast	5,768.9	0.15	4,117.7	0.12	880.8	0.12	2,394.8	0.31
Midwest	8,185.1	0.17	2,132.0	0.09	1,769.2	0.16	6,928.8	0.44
South	22,964.5	0.32	5,636.1	0.16	467.9	0.07	21,855.2	0.76
West	4,246.2	0.11	1,179.8	0.06	1,269.5	0.14	3,636.9	0.33
Community type								
Central city	24,675.7	0.27	6,025.4	0.17	1,293.1	0.17	22,426.7	0.78
Urban fringe/large town	8,719.0	0.24	4,968.0	0.18	1,895.8	0.17	5,756.2	0.59
Rural/small town	5,583.6	0.11	4,137.6	0.13	1,019.9	0.12	2,970.5	0.28

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5A.—Standard errors for number and percentage distribution of private schools, by school level and religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**238.6**		**194.7**		**61.7**		**159.8**	
Religious orientation								
Roman Catholic	24.4	0.29	23.7	0.50	4.4	1.07	3.5	0.08
Amish	78.7	0.28	78.7	0.45	—	—	0.0	0.02
Assembly of God	3.6	0.02	0.0	0.01	—	—	3.6	0.08
Baptist	53.4	0.17	4.3	0.04	0.0	0.02	53.3	0.50
Brethren	0.0	(*)	0.0	(*)	—	—	0.0	0.01
Calvinist	0.0	(*)	0.0	0.01	0.0	0.02	0.0	0.01
Christian (unspecified)	168.3	0.56	143.9	0.79	54.1	1.95	67.6	0.60
Church of Christ	0.0	0.01	0.0	(*)	—	—	0.0	0.02
Church of God	12.5	0.04	0.0	(*)	—	—	12.5	0.15
Church of God in Christ	7.3	0.03	7.3	0.04	0.0	0.00	—	—
Episcopal	26.0	0.09	11.2	0.07	0.0	0.04	23.5	0.29
Friends	0.0	(*)	0.0	(*)	—	—	0.0	0.01
Greek Orthodox	0.0	(*)	0.0	(*)	—	—	—	—
Islamic	16.4	0.06	14.6	0.09	—	—	7.6	0.09
Jewish	4.5	0.03	2.8	0.03	2.8	0.19	0.0	0.03
Lutheran Church—Missouri Synod	6.2	0.04	2.8	0.07	5.6	0.22	0.0	(*)
Evangelical Lutheran Church In America	0.0	(*)	0.0	0.01	—	—	—	—
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	0.02	0.0	0.02	—	—
Other Lutheran	11.7	0.04	0.0	(*)	—	—	—	—
Mennonite	48.9	0.17	45.0	0.27	—	—	19.1	0.23
Methodist	0.0	(*)	0.0	0.01	—	—	0.0	0.01
Pentecostal	22.7	0.08	0.0	0.01	—	—	22.7	0.28
Presbyterian	0.0	(*)	0.0	0.01	—	—	0.0	0.01
Seventh-Day Adventist	26.1	0.10	26.1	0.16	0.0	0.05	0.0	0.06
Other	103.5	0.38	19.9	0.12	0.0	0.02	99.5	1.16
Nonsectarian	68.4	0.26	40.4	0.27	26.3	0.96	24.4	0.59

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6A.—Standard errors for number and percentage distribution of private school students, by school level and religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Total		Elementary		Secondary		Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**25,410.1**		**7,393.1**		**2,395.1**		**23,337.1**	
Religious orientation								
Roman Catholic	4,786.5	0.26	4,741.0	0.20	95.7	0.22	651.3	0.10
Amish	1,482.7	0.03	1,482.7	0.05	—	—	0.0	(*)
Assembly of God	604.5	0.01	0.0	(*)	—	—	604.5	0.06
Baptist	4,659.9	0.08	1,239.4	0.04	0.0	(*)	4,492.0	0.33
Brethren	0.0	(*)	0.0	(*)	—	—	0.0	(*)
Calvinist	0.0	(*)	0.0	(*)	0.0	(*)	0.0	0.01
Christian (unspecified)	12,702.1	0.22	4,913.8	0.16	1,237.2	0.15	11,609.4	0.65
Church of Christ	0.0	(*)	0.0	(*)	—	—	0.0	0.04
Church of God	923.6	0.02	0.0	(*)	—	—	923.6	0.06
Church of God in Christ	320.6	0.01	320.6	0.01	0.0	0.00	—	—
Episcopal	16,970.6	0.32	606.9	0.02	0.0	(*)	16,959.8	1.07
Friends	0.0	(*)	0.0	(*)	—	—	0.0	0.01
Greek Orthodox	0.0	(*)	0.0	(*)	—	—	—	—
Islamic	851.8	0.02	692.2	0.02	—	—	496.4	0.03
Jewish	464.8	0.02	386.3	0.02	153.8	0.02	0.0	0.06
Lutheran Church—Missouri Synod	786.4	0.02	785.9	0.03	27.8	0.01	0.0	0.01
Evangelical Lutheran Church In America	0.0	(*)	0.0	(*)	—	—	—	—
Wisconsin Evangelical Lutheran Synod	0.0	(*)	0.0	(*)	0.0	(*)	—	—
Other Lutheran	69.9	(*)	0.0	(*)	—	—	—	—
Mennonite	1,336.7	0.03	1,014.5	0.04	—	—	870.4	0.06
Methodist	0.0	(*)	0.0	(*)	—	—	0.0	0.01
Pentecostal	599.1	0.01	0.0	(*)	—	—	599.1	0.05
Presbyterian	0.0	(*)	0.0	(*)	—	—	0.0	0.02
Seventh-Day Adventist	239.8	0.01	239.8	0.01	0.0	(*)	0.0	0.03
Other	8,475.0	0.16	2,042.6	0.07	0.0	(*)	7,805.5	0.50
Nonsectarian	5,428.0	0.11	2,211.1	0.07	2,133.9	0.24	4,339.3	0.48

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 7A.—Standard errors for percentage distribution of private schools, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Alternative	Early childhood
Total	0.27	0.16	0.09	0.09	—	0.19	0.05
NCES typology							
Catholic	0.04	0.04	(*)	(*)	—	(*)	0.00
Parochial	(*)	—	(*)	—	—	(*)	0.00
Diocesan	0.00	—	0.00	0.00	—	—	0.00
Private	0.43	0.39	0.05	0.08	—	0.07	0.00
Other religious	0.37	0.25	0.04	0.02	—	0.33	(*)
Conservative Christian	0.35	0.01	0.04	—	—	0.35	—
Affiliated	0.76	—	0.10	0.02	—	0.19	—
Unaffiliated	0.83	0.03	0.06	0.06	—	0.82	—
Nonsectarian	0.45	0.42	0.37	0.25	—	0.44	0.21
Regular	0.47	0.00	0.00	0.00	—	0.00	0.47
Special emphasis	0.00	1.12	0.97	0.00	—	1.13	0.00
Special education	0.00	0.00	0.00	0.00	—	0.00	0.00
School level							
Elementary	0.25	0.22	0.03	0.09	—	0.11	0.06
Secondary	0.93	—	0.75	0.58	—	0.33	0.00
Combined	0.64	0.14	0.15	0.25	—	0.55	—
Size							
Less than 50	0.87	0.44	0.19	0.32	—	0.66	0.16
50–149	0.34	0.30	0.18	0.19	—	0.16	0.01
150–299	0.07	0.05	0.01	0.01	—	0.04	(*)
300–499	0.35	—	0.36	—	—	(*)	(*)
500–749	0.01	—	0.01	(*)	—	—	0.00
750 or more	0.09	—	—	0.00	—	—	0.00
Region							
Northeast	0.37	0.47	0.03	0.15	—	0.16	0.19
Midwest	0.32	0.33	0.20	0.13	—	0.07	(*)
South	0.74	0.12	0.14	0.23	—	0.57	(*)
West	0.41	0.35	0.25	0.09	—	0.28	0.04
Community type							
Central city	0.37	0.21	0.11	0.13	—	0.27	(*)
Urban fringe/large town	0.31	0.11	0.14	0.16	—	0.11	0.09
Rural/small town	0.88	0.59	0.23	0.10	—	0.70	—

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 8A.—Standard errors for percentage distribution of private school students, by program emphasis, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical programs	Alternative	Early childhood
Total	**0.10**	**0.04**	**0.09**	**0.03**	**—**	**0.04**	**(*)**
NCES typology							
Catholic	0.03	0.03	(*)	(*)	—	(*)	0.00
Parochial	(*)	—	(*)	—	—	(*)	0.00
Diocesan	0.00	—	0.00	0.00	—	—	0.00
Private	0.17	0.18	0.01	(*)	—	0.01	0.00
Other religious	0.11	0.06	0.04	0.02	—	0.08	(*)
Conservative Christian	0.10	(*)	0.01	—	—	0.10	—
Affiliated	0.18	—	0.03	(*)	—	0.04	—
Unaffiliated	0.34	0.02	0.11	0.07	—	0.23	—
Nonsectarian	0.45	0.17	0.52	0.15	—	0.18	0.02
Regular	0.03	0.00	0.00	0.00	—	0.00	0.03
Special emphasis	0.00	1.14	1.91	0.00	—	1.12	0.00
Special education	0.00	0.00	0.00	0.00	—	0.00	0.00
School level							
Elementary	0.07	0.05	(*)	0.04	—	0.03	0.01
Secondary	0.22	—	0.22	0.03	—	0.06	0.00
Combined	0.31	0.07	0.26	0.09	—	0.11	—
Size							
Less than 50	1.01	0.37	0.25	0.23	—	0.83	0.10
50–149	0.31	0.27	0.24	0.20	—	0.13	(*)
150–299	0.07	0.05	0.01	0.01	—	0.04	(*)
300–499	0.32	—	0.32	—	—	(*)	(*)
500–749	0.01	—	0.01	(*)	—	—	0.00
750 or more	0.09	—	—	0.00	—	—	0.00
Region							
Northeast	0.08	0.05	0.02	0.02	—	0.04	0.01
Midwest	0.20	0.15	0.13	0.09	—	0.03	(*)
South	0.28	0.03	0.26	0.04	—	0.10	(*)
West	0.16	0.08	0.05	0.02	—	0.10	(*)
Community type							
Central city	0.18	0.08	0.16	0.02	—	0.06	(*)
Urban fringe/large town	0.11	0.02	0.08	0.06	—	0.04	0.01
Rural/small town	0.24	0.13	0.09	0.01	—	0.20	—

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 9A.—Standard errors for percentage of private schools with a regular program emphasis and percentage of private school students in schools with a regular program emphasis, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Percent of schools	Percent of students
Total	**0.27**	**0.10**
Religious orientation		
Roman Catholic	0.04	0.03
Amish	0.47	0.26
Assembly of God	0.08	0.04
Baptist	0.52	0.26
Brethren	0.00	0.00
Calvinist	0.00	0.00
Christian (unspecified)	0.68	0.17
Church of Christ	0.00	0.00
Church of God	3.92	3.45
Church of God in Christ	0.72	0.02
Episcopal	0.59	0.74
Friends	0.00	0.00
Greek Orthodox	0.00	0.00
Islamic	3.97	2.10
Jewish	0.51	0.23
Lutheran Church—Missouri Synod	0.01	(*)
Evangelical Lutheran Church In America	0.00	0.00
Wisconsin Evangelical Lutheran Synod	0.00	0.00
Other Lutheran	1.41	0.09
Mennonite	7.01	2.64
Methodist	0.00	0.00
Pentecostal	0.53	0.15
Presbyterian	0.00	0.00
Seventh-Day Adventist	0.07	0.02
Other	5.64	1.66
Nonsectarian	0.45	0.45

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 10A.—Standard errors for number and percentage distribution of private school students, by grade level and NCES typology: United States, 1999–2000

NCES typology	Grade: Kindergarten Number	Kindergarten Percent	First Number	First Percent	Second Number	Second Percent	Third Number	Third Percent	Fourth Number	Fourth Percent
Total	**2,225.2**		**2,080.2**		**2,247.6**		**1,962.1**		**1,955.6**	
Catholic	477.1	0.25	652.1	0.26	524.7	0.28	585.2	0.20	597.8	0.26
Parochial	454.2	0.18	524.4	0.19	490.0	0.20	541.2	0.20	519.6	0.20
Diocesan	0.0	0.06	0.0	0.06	0.0	0.07	0.0	0.00	0.0	0.07
Private	148.7	0.03	388.0	0.08	185.5	0.04	221.9	0.00	295.6	0.07
Other religious	2,174.2	0.27	1,987.3	0.27	2,174.4	0.31	1,894.6	0.20	1,868.2	0.28
Conservative Christian	460.9	0.09	408.6	0.09	421.1	0.10	398.5	0.10	414.0	0.11
Affiliated	346.5	0.06	468.3	0.09	402.6	0.08	520.6	0.10	417.3	0.09
Unaffiliated	1,823.2	0.32	1,686.4	0.32	1,965.0	0.39	1,655.7	0.30	1,714.5	0.36
Nonsectarian	638.9	0.11	587.6	0.11	560.3	0.12	573.4	0.10	466.6	11.30
Regular	253.6	0.06	45.5	0.04	33.5	0.04	19.2	0.00	24.0	8.49
Special emphasis	572.5	0.10	534.8	0.11	520.2	0.11	515.0	0.10	421.5	2.46
Special education	63.9	0.01	173.9	0.04	139.1	0.03	250.4	0.00	175.7	0.36

NCES typology	Grade: Fifth Number	Fifth Percent	Sixth Number	Sixth Percent	Seventh Number	Seventh Percent	Eighth Number	Eighth Percent	Ninth Number	Ninth Percent
Total	**2,019.3**		**2,093.9**		**2,139.5**		**2,285.3**		**2,130.9**	
Catholic	576.0	0.28	549.2	0.28	484.2	0.29	465.1	0.32	17.4	0.33
Parochial	504.5	0.21	493.4	0.21	478.5	0.20	464.8	0.22	0.0	0.04
Diocesan	0.0	0.08	0.0	0.08	0.0	0.08	0.0	0.09	0.0	0.14
Private	277.4	0.07	240.3	0.06	74.4	0.03	17.4	0.02	17.4	0.14
Other religious	1,974.3	0.31	2,030.1	0.33	2,071.1	0.35	2,205.3	0.39	2,070.1	0.42
Conservative Christian	368.4	0.10	479.9	0.12	424.3	0.12	426.5	0.12	477.2	0.14
Affiliated	421.0	0.10	468.1	0.11	421.5	0.11	486.5	0.13	337.0	0.10
Unaffiliated	1,811.0	0.40	1,824.4	0.41	1,906.6	0.45	2,057.8	0.50	1,933.4	0.53
Nonsectarian	390.0	0.10	421.9	0.11	436.0	0.12	426.3	0.13	475.8	0.16
Regular	45.8	0.05	67.9	0.05	67.8	0.06	27.0	0.07	327.5	0.12
Special emphasis	394.5	0.09	398.1	0.10	432.0	0.11	423.2	0.11	339.0	0.10
Special education	44.1	0.01	85.0	0.02	95.3	0.03	46.6	0.01	78.8	0.03

NCES typology	Grade: Tenth Number	Tenth Percent	Eleventh Number	Eleventh Percent	Twelfth Number	Twelfth Percent	Ungraded Number	Ungraded Percent
Total	**1,918.6**		**2,193.0**		**1,957.6**		**2,088.0**	
Catholic	8.7	0.31	21.7	0.38	21.7	0.30	651.4	0.70
Parochial	0.0	0.04	0.0	0.05	0.0	0.00	0.0	0.07
Diocesan	0.0	0.14	0.0	0.16	0.0	0.10	0.0	0.06
Private	8.7	0.14	21.7	0.17	21.7	0.10	651.4	0.71
Other religious	1,849.2	0.41	2,152.4	0.51	1,917.2	0.40	948.0	0.96
Conservative Christian	451.5	0.14	407.4	0.15	325.4	0.10	0.0	0.12
Affiliated	300.3	0.10	348.8	0.13	322.6	0.10	0.0	0.05
Unaffiliated	1,694.8	0.50	2,050.6	0.64	1,833.4	0.60	948.0	1.01
Nonsectarian	484.6	0.17	412.9	0.18	330.4	0.10	1,735.1	1.09
Regular	308.1	0.12	312.0	0.14	240.0	0.10	123.7	0.21
Special emphasis	316.1	0.10	288.6	0.10	232.2	0.00	1,692.9	1.48
Special education	140.8	0.04	59.7	0.02	54.1	0.00	361.2	1.08

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 11A.—Standard errors for number of private school students, by program emphasis and grade level: United States, 1999–2000

Grade level	Total	Regular elementary/ secondary	Montessori	Special program emphasis	Special education	Vocational/ technical education	Alternative	Early childhood
Total	**25,410.1**	**24,067.0**	**2,398.8**	**4,474.1**	**1,379.7**	—	**2,035.6**	**191.1**
Kindergarten*	2,225.2	1,967.3	394.5	469.2	79.5	—	104.5	90.3
First	2,080.2	1,851.7	368.8	469.5	179.5	—	107.7	0.0
Second	2,247.6	2,101.9	307.9	469.5	146.1	—	98.6	0.0
Third	1,962.1	1,781.1	309.6	469.2	254.4	—	86.0	0.0
Fourth	1,955.6	1,852.0	270.0	351.9	181.3	—	74.8	0.0
Fifth	2,019.3	1,942.1	243.9	351.9	62.8	—	77.8	0.0
Sixth	2,093.9	2,024.3	188.5	293.2	96.0	—	271.4	0.0
Seventh	2,139.5	2,078.3	53.5	293.2	105.2	—	360.3	0.0
Eighth	2,285.3	2,205.8	138.1	293.6	46.6	—	320.3	0.0
Ninth	2,130.9	2,067.9	64.6	295.9	78.8	—	201.2	0.0
Tenth	1,918.6	1,851.2	21.5	275.5	140.8	—	164.1	0.0
Eleventh	2,193.0	2,158.7	32.3	234.6	59.7	—	202.0	0.0
Twelfth	1,957.6	1,919.9	53.8	145.1	54.1	—	192.1	0.0
Ungraded	2,088.0	72.2	687.0	1,678.5	361.2	—	945.6	123.7

— Too few sample cases for a reliable estimate.

* The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 12A.—Standard errors for average length of school day and average length of school year, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Average length of school year in days	Average length of school day in hours
Total	**0.1**	**(*)**
NCES typology		
Catholic	(*)	(*)
Parochial	(*)	(*)
Diocesan	0.0	0.0
Private	0.1	(*)
Other religious	0.2	(*)
Conservative Christian	(*)	(*)
Affiliated	0.3	(*)
Unaffiliated	0.6	(*)
Nonsectarian	0.3	(*)
Regular	0.3	(*)
Special emphasis	0.8	(*)
Special education	0.5	(*)
School level		
Elementary	0.2	(*)
Secondary	0.6	(*)
Combined	0.1	(*)
Program emphasis		
Regular elementary/ secondary	0.1	(*)
Montessori	1.3	(*)
Special program emphasis	1.8	0.1
Special education	0.5	(*)
Vocational/technical	—	—
Alternative	0.4	(*)
Early childhood	2.7	0.1
Size		
Less than 50	0.4	(*)
50–149	0.4	(*)
150–299	0.1	(*)
300–499	0.1	(*)
500–749	(*)	(*)
750 or more	0.1	(*)
Region		
Northeast	0.1	(*)
Midwest	0.4	(*)
South	0.2	(*)
West	0.3	(*)
Community type		
Central city	0.1	(*)
Urban fringe/large town	0.1	(*)
Rural/small town	0.5	(*)

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 13A.—Standard errors for number and percentage distribution of private schools, by school size, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Less than 50		50–149		150–299		300–499		500–749		750 or more	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**176.0**	**0.44**	**96.1**	**0.26**	**47.7**	**0.24**	**17.1**	**0.10**	**3.3**	**0.05**	**19.8**	**0.07**
NCES typology												
Catholic	5.1	0.06	18.5	0.19	14.5	0.14	0.0	0.07	3.3	0.05	0.0	0.01
Parochial	0.0	(*)	0.0	0.05	14.0	0.16	0.0	0.08	3.3	0.07	0.0	0.01
Diocesan	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Private	5.1	0.55	18.5	1.70	3.5	0.57	0.0	0.45	0.0	0.31	0.0	0.36
Other religious	171.8	0.77	83.3	0.48	46.6	0.41	12.7	0.13	0.0	0.05	19.8	0.15
Conservative Christian	98.4	1.36	27.8	0.81	18.3	0.52	2.8	0.17	0.0	0.07	1.2	0.05
Affiliated	138.8	2.54	15.8	1.20	13.4	0.85	4.9	0.38	0.0	0.14	0.0	0.10
Unaffiliated	101.6	1.28	72.6	1.18	40.7	0.83	11.4	0.25	0.0	0.05	19.7	0.42
Nonsectarian	57.7	0.59	26.9	0.45	5.7	0.16	12.5	0.21	0.0	0.04	0.0	0.03
Regular	17.3	0.51	4.6	0.23	5.2	0.21	4.2	0.21	0.0	0.05	0.0	0.04
Special emphasis	40.4	1.09	22.2	0.97	2.2	0.20	11.7	0.54	0.0	0.02	—	—
Special education	20.5	1.07	13.6	1.02	0.0	0.12	—	—	—	—	0.0	0.00
School level												
Elementary	186.3	0.83	38.2	0.35	18.8	0.35	2.8	0.14	3.3	0.05	0.0	0.01
Secondary	59.6	1.84	15.9	0.71	4.3	0.43	1.8	0.41	0.0	0.27	1.2	0.30
Combined	106.6	0.85	79.3	0.70	43.2	0.55	17.2	0.24	0.0	0.11	19.7	0.25
Program emphasis												
Regular elementary/ secondary	147.4	0.49	80.9	0.25	47.7	0.30	12.5	0.12	3.3	0.06	19.8	0.09
Montessori	38.8	1.91	26.5	1.85	3.5	0.37	—	—	—	—	—	—
Special program emphasis	14.3	1.91	14.3	1.90	0.0	0.55	11.7	1.74	0.0	0.20	0.0	0.11
Special education	20.5	0.97	13.8	0.92	0.0	0.11	—	—	—	—	0.0	0.00
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—	—
Alternative	53.0	1.41	11.4	1.10	2.2	0.31	0.0	0.05	—	—	—	—
Early childhood	12.3	3.07	0.0	2.92	—	—	—	—	0.0	0.00	0.0	0.00
Region												
Northeast	100.1	1.15	25.7	0.49	7.6	0.43	4.9	0.23	3.3	0.10	0.0	0.05
Midwest	55.6	0.56	60.3	0.50	5.9	0.47	10.8	0.08	0.0	0.07	0.0	0.04
South	118.8	0.89	68.9	0.58	44.5	0.57	11.8	0.26	0.0	0.12	19.7	0.24
West	61.4	0.77	13.6	0.37	14.3	0.31	3.6	0.13	0.0	0.05	1.2	0.04
Community type												
Central city	49.1	0.30	56.2	0.33	46.1	0.35	16.2	0.14	0.0	0.07	19.8	0.18
Urban fringe/large town	92.4	0.62	55.2	0.33	16.2	0.33	7.4	0.18	3.3	0.08	0.0	0.03
Rural/small town	203.1	1.78	54.8	1.19	4.3	0.52	0.0	0.16	0.0	0.04	0.0	0.01

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 14A.—Standard errors for number and percentage distribution of private school teachers (headcount),[1] by work status, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total	Full time		Three-fourth time but less than 100 percent time		One-half time but less than three-fourth time		One-fourth time but less than one-half time		Less than one-fourth time	
	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**3,014.7**	**2,665.1**	**0.10**	**213.7**	**0.04**	**307.3**	**0.06**	**172.7**	**0.04**	**77.5**	**0.03**
NCES typology											
Catholic	214.0	206.4	0.02	6.2	(2)	0.8	0.01	12.4	0.01	5.5	(2)
Parochial	164.1	155.1	0.03	6.2	0.01	0.8	0.01	12.4	0.01	0.0	0.01
Diocesan	0.0	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
Private	135.3	134.7	0.07	0.0	0.02	0.0	0.03	0.0	0.02	5.5	0.02
Other religious	2,856.1	2,578.6	0.31	196.5	0.10	288.7	0.17	64.5	0.07	33.7	0.07
Conservative Christian	500.6	377.6	0.14	135.1	0.18	27.9	0.06	46.8	0.05	21.6	0.03
Affiliated	432.1	325.0	0.17	62.8	0.10	111.2	0.17	24.8	0.05	25.1	0.04
Unaffiliated	2,663.2	2,465.7	0.91	103.6	0.19	203.0	0.45	40.2	0.22	6.4	0.21
Nonsectarian	828.8	592.0	0.13	62.4	0.04	86.0	0.04	151.9	0.13	64.7	0.07
Regular	146.3	117.4	0.10	10.3	0.02	16.9	0.02	9.1	0.02	64.7	0.10
Special emphasis	768.0	549.4	0.31	61.0	0.14	61.3	0.13	151.6	0.50	0.0	0.23
Special education	154.2	150.5	0.17	0.0	0.03	23.5	0.15	0.0	0.02	0.0	0.02
School level											
Elementary	740.1	613.3	0.07	157.7	3.27	48.7	0.03	87.0	0.04	27.0	0.01
Secondary	261.2	217.6	0.11	9.7	3.45	27.2	0.04	34.5	0.04	65.3	0.09
Combined	2,785.3	2,507.6	0.25	123.7	3.17	294.2	0.16	104.8	0.07	21.0	0.06
Program emphasis											
Regular elementary/ secondary	2,817.1	2,542.1	0.11	191.6	0.04	290.4	0.07	61.7	0.03	75.1	0.03
Montessori	241.9	206.8	0.38	26.3	0.13	8.1	0.24	0.0	0.13	10.8	0.09
Special program emphasis	674.4	500.0	0.33	59.2	0.20	61.0	0.24	66.4	0.27	0.0	0.24
Special education	156.4	152.8	0.15	0.0	0.02	23.5	0.14	0.0	0.02	0.0	0.02
Vocational/technical	—	—	—	—	—	—	—	—	—	—	—
Alternative	372.3	234.0	0.40	14.4	0.16	15.7	0.16	138.0	0.71	9.1	0.19
Early childhood	24.4	12.2	0.44	9.0	1.12	1.9	0.79	8.1	1.20	—	—
Size											
Less than 50	541.0	390.8	0.45	150.9	0.44	105.5	0.31	134.9	0.39	19.5	0.15
50 to 149	967.3	770.4	0.18	87.7	0.06	155.8	0.15	38.2	0.07	66.9	0.10
150 to 299	1,246.2	1,228.6	0.24	28.1	0.05	35.7	0.10	28.7	0.06	15.6	0.04
300 to 499	712.2	545.0	0.08	58.6	0.04	63.2	0.01	60.0	0.04	0.0	0.02
500 to 749	79.4	79.4	0.02	0.0	(2)	0.0	0.01	0.0	(2)	0.0	(2)
750 or more	2,200.6	2,036.5	0.22	57.9	0.05	135.6	0.21	39.1	0.04	4.8	0.05
Region											
Northeast	318.8	294.3	0.05	18.8	0.02	12.9	0.02	25.3	0.02	8.9	0.01
Midwest	962.6	784.4	0.07	120.6	0.09	21.7	0.06	41.2	0.03	22.2	0.02
South	2,805.8	2,517.4	0.26	108.6	0.06	300.5	0.18	161.0	0.11	33.4	0.06
West	433.8	252.0	0.15	137.7	0.16	59.0	0.05	39.7	0.04	65.7	0.07
Community type											
Central city	2,822.1	2,549.4	0.18	143.7	0.05	170.0	0.09	173.5	0.07	67.4	0.05
Urban fringe/large town	861.4	589.2	0.09	63.2	0.02	250.5	0.11	33.0	0.03	27.7	0.02
Rural/small town	730.0	660.6	0.27	142.5	0.23	12.2	0.10	34.6	0.09	9.7	0.07

— Too few sample cases for a reliable estimate.

[1] The number of teachers in this table is headcount and, therefore, differs from full-time equivalents (FTEs) in the other tables.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 15A.—Standard errors for number of private schools, students, and FTE teachers, by membership in private school associations: United States, 1999–2000

None	131.6	13,359.2	1,406.6
Religious			
Accelerated Christian Education	95.5	1,574.0	196.7
American Association of Christian Schools	27.4	2,589.9	283.8
Association of Christian Schools International	20.4	2,661.1	213.2
Association of Christian Teachers and Schools	0.0	0.0	0.0
Christian Schools International	0.0	0.0	0.0
Council of Islamic Schools in North America	7.3	342.5	47.4
Evangelical Lutheran Education Association	6.4	101.8	15.9
Friends Council on Education	0.0	0.0	0.0
General Conference of the Seventh-Day Adventist Church	4.6	63.7	14.8
Jesuit Secondary Education Association	0.0	0.0	0.0
National Association of Episcopal Schools	13.4	2,591.4	130.2
National Catholic Educational Association	23.4	4,737.9	205.5
National Christian School Association	0.0	0.0	0.0
National Society of Hebrew Day Schools	4.1	173.5	24.8
Oral Roberts University Educational Fellowship	0.0	0.0	0.0
Solomon Schechter Day Schools	0.0	0.0	0.0
Southern Baptist Association of Christian Schools	0.0	0.0	0.0
Other religious school associations	139.9	4,836.3	438.3
Special emphasis			
American Montessori Society	10.8	501.5	37.6
Other Montessori associations	4.1	183.0	21.4
Association of Military Colleges and Schools	0.0	0.0	0.0
Association of Waldorf Schools of North America	0.0	0.0	0.0
Bilingual School Association	7.3	320.6	37.3
Council of Bilingual Education	—	—	—
Council for Exceptional Children	—	—	—
National Association of Private Schools for Exceptional Childre	0.0	0.0	0.0
Other associations for exceptional children	0.0	0.0	0.0
European Council for International Schools	0.0	0.0	0.0
National Association for the Education of Young Children	8.0	175.4	13.3
National Association of Bilingual Education	—	—	—
National Association of Laboratory Schools	0.0	0.0	0.0
National Coalition of Girls' Schools	0.0	0.0	0.0
Other special emphasis school associations	11.5	1,713.9	88.6
Other school associations or organizations			
Alternative School Network	3.3	338.3	18.7
Institute for Independent Education	0.0	0.0	0.0
National Association of Independent Schools	0.0	0.0	0.0
State or regional independent school association	25.0	9,074.9	1,156.8
National Coalition of Alternative Community Schools	0.0	0.0	0.0
National Independent Private School Association	0.0	0.0	0.0
The Association of Boarding Schools	0.0	0.0	0.0
Other school associations	54.9	17,397.5	1,974.3

— Too few sample cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 16A.—Standard errors for percentage distribution of students, by racial/ethnic background, percentage minority students in private schools, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	White, non-Hispanic	Black, non-Hispanic	Hispanic	American Indian/ Alaska Native	Asian/ Pacific Islander	Minority
Total	**0.12**	**0.09**	**0.04**	**(*)**	**0.02**	**0.12**
NCES typology						
Catholic	0.04	0.02	0.02	(*)	0.01	0.04
Parochial	0.07	0.03	0.03	(*)	0.01	0.07
Diocesan	0.00	0.00	0.00	0.00	0.00	0.00
Private	0.15	0.05	0.05	(*)	0.04	0.15
Other religious	0.30	0.24	0.07	0.01	0.04	0.30
Conservative Christian	0.15	0.10	0.03	0.01	0.05	0.15
Affiliated	0.19	0.14	0.13	(*)	0.04	0.19
Unaffiliated	0.95	0.74	0.16	0.03	0.12	0.95
Nonsectarian	0.15	0.10	0.12	0.01	0.03	0.15
Regular	0.20	0.08	0.17	(*)	0.01	0.20
Special emphasis	0.41	0.30	0.11	0.02	0.16	0.41
Special education	0.23	0.26	0.11	0.01	0.03	0.23
School level						
Elementary	0.06	0.03	0.02	(*)	0.02	0.06
Secondary	0.08	0.06	0.03	(*)	0.01	0.08
Combined	0.35	0.27	0.10	0.01	0.06	0.35
Program emphasis						
Regular elementary/ secondary	0.12	0.08	0.04	(*)	0.02	0.12
Montessori	0.81	0.86	0.25	0.01	0.18	0.81
Special program emphasis	0.34	0.20	0.11	0.04	0.17	0.34
Special education	0.26	0.25	0.11	0.01	0.03	0.26
Vocational/technical	—	—	—	—	—	—
Alternative	0.37	0.25	0.10	0.02	0.05	0.37
Early childhood	0.69	0.68	0.22	0.01	0.23	0.69
Size						
Less than 50	0.51	0.31	0.30	0.03	0.08	0.51
50–149	0.19	0.15	0.06	0.01	0.03	0.19
150–299	0.22	0.12	0.08	0.01	0.04	0.22
300–499	0.27	0.24	0.08	(*)	0.02	0.27
500–749	0.04	0.01	0.02	(*)	(*)	0.04
750 or more	0.30	0.09	0.12	0.01	0.10	0.30
Region						
Northeast	0.09	0.05	0.03	(*)	0.01	0.09
Midwest	0.35	0.30	0.03	(*)	0.02	0.35
South	0.26	0.15	0.12	0.01	0.04	0.26
West	0.11	0.03	0.07	0.01	0.05	0.11
Community type						
Central city	0.24	0.17	0.08	(*)	0.04	0.24
Urban fringe/large town	0.09	0.04	0.05	0.01	0.02	0.09
Rural/small town	0.13	0.09	0.05	0.01	0.02	0.13

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999 - 2000.

Table 17A.—Standard errors for percentage distribution of private schools, by percentage minority students, average percentage minority students, NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Percent minority students					Average percent minority students*
	None	1–9	10–29	30–49	50 or more	
Total	**0.46**	**0.27**	**0.27**	**0.12**	**0.19**	**0.19**
NCES typology						
Catholic	0.03	0.16	0.10	0.02	0.07	0.07
Parochial	0.04	0.17	0.12	0.02	0.07	0.07
Diocesan	0.00	0.00	0.00	0.00	0.00	0.00
Private	0.07	1.37	0.73	0.22	0.59	0.59
Other religious	0.83	0.51	0.54	0.21	0.34	0.34
Conservative Christian	1.59	0.70	0.50	0.49	0.44	0.44
Affiliated	2.91	1.17	0.86	0.48	0.98	0.98
Unaffiliated	1.14	1.32	1.36	0.45	0.52	0.52
Nonsectarian	0.31	0.36	0.29	0.29	0.21	0.21
Regular	0.31	0.24	0.39	0.45	0.21	0.21
Special emphasis	0.75	0.99	0.75	0.45	0.51	0.51
Special education	0.08	0.21	0.65	1.21	0.19	0.19
School level						
Elementary	0.69	0.43	0.31	0.17	0.24	0.24
Secondary	1.88	0.91	0.78	0.62	0.57	0.57
Combined	0.97	0.68	0.49	0.35	0.46	0.46
Program emphasis						
Regular elementary/ secondary	0.46	0.30	0.32	0.13	0.19	0.19
Montessori	2.70	1.02	1.45	0.61	1.12	1.12
Special program emphasis	0.48	2.39	1.67	0.31	0.71	0.71
Special education	0.20	0.19	0.59	1.10	0.19	0.19
Vocational/technical	—	—	—	—	—	—
Alternative	2.05	1.20	0.92	0.42	0.77	0.77
Early childhood	4.84	1.13	2.24	—	2.12	2.12
Size						
Less than 50	1.35	0.43	0.87	0.39	0.52	0.52
50–149	0.27	0.65	0.26	0.22	0.26	0.26
150–299	0.05	0.41	0.20	0.23	0.19	0.19
300–499	0.15	0.28	0.29	0.04	0.29	0.29
500–749	0.01	0.12	0.07	0.02	0.03	0.03
750 or more	0.08	1.31	0.89	0.19	0.34	0.34
Region						
Northeast	1.21	0.54	0.35	0.20	0.37	0.37
Midwest	0.57	0.59	0.17	0.25	0.34	0.34
South	0.94	0.66	0.83	0.21	0.46	0.46
West	0.51	0.36	0.25	0.31	0.33	0.33
Community type						
Central city	0.10	0.35	0.18	0.17	0.20	0.20
Urban fringe/large town	0.74	0.34	0.35	0.20	0.28	0.28
Rural/small town	1.49	1.32	0.91	0.38	0.27	0.27

— Too few sample cases for a reliable estimate.

* These averages are based on the school level percentages while those in the last column of table 16 are based on the total percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 18A.—Standard errors for number and percentage distribution of private schools, by community type, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**238.6**		**124.5**		**131.9**		**217.0**	
NCES typology								
Catholic	24.4	0.29	3.7	0.40	14.6	0.39	19.0	0.78
Parochial	14.4	0.17	1.0	0.22	14.4	0.24	0.0	0.43
Diocesan	0.0	0.08	0.0	0.13	0.0	0.12	0.0	0.25
Private	19.5	0.08	3.5	0.06	2.8	0.05	19.0	0.32
Other religious	227.6	0.45	97.8	0.50	124.8	0.67	215.1	1.28
Conservative Christian	103.7	0.33	23.9	0.12	18.5	0.27	98.1	1.19
Affiliated	141.4	0.48	31.2	0.20	88.5	0.71	104.5	1.55
Unaffiliated	148.5	0.45	63.3	0.48	50.9	0.38	123.4	1.45
Nonsectarian	68.4	0.26	51.4	0.36	31.5	0.36	25.6	0.62
Regular	18.3	0.10	7.8	0.13	14.2	0.17	9.2	0.29
Special emphasis	48.2	0.16	36.7	0.28	19.6	0.19	23.9	0.41
Special education	22.0	0.08	15.6	0.13	15.2	0.16	0.0	0.08
School level								
Elementary	194.7	0.52	56.4	0.34	36.0	0.75	185.0	1.56
Secondary	61.7	0.22	17.0	0.15	16.0	0.17	57.1	0.91
Combined	159.8	0.50	73.3	0.42	123.9	0.85	72.7	1.29
Program emphasis								
Regular elementary/ secondary	204.5	0.27	90.0	0.37	127.6	0.31	197.0	0.88
Montessori	47.4	0.16	26.8	0.21	10.5	0.11	37.3	0.59
Special program emphasis	23.0	0.09	12.1	0.11	14.4	0.14	13.9	0.23
Special education	22.1	0.09	15.6	0.13	15.4	0.16	0.0	0.10
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	54.1	0.19	31.5	0.27	9.7	0.11	43.5	0.70
Early childhood	12.3	0.05	0.0	(*)	9.2	0.09	—	—
Size								
Less than 50	176.0	0.44	49.1	0.30	92.4	0.62	203.1	1.78
50–149	96.1	0.26	56.2	0.33	55.2	0.33	54.8	1.19
150–299	47.7	0.24	46.1	0.35	16.2	0.33	4.3	0.52
300–499	17.1	0.10	16.2	0.14	7.4	0.18	0.0	0.16
500–749	3.3	0.05	0.0	0.07	3.3	0.08	0.0	0.04
750 or more	19.8	0.07	19.8	0.18	0.0	0.03	0.0	0.01
Region								
Northeast	104.0	0.35	2.8	0.23	27.5	0.41	100.2	1.47
Midwest	104.3	0.35	98.9	0.71	24.8	0.34	47.0	1.28
South	175.7	0.48	70.5	0.54	124.0	0.89	175.6	2.10
West	66.0	0.26	27.0	0.32	25.4	0.34	63.2	1.02

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 19A.—Standard errors for number and percentage distribution of private school students, by community type, NCES typology, and selected characteristics: United States, 1999–2000

Selected characteristics	Total		Central city		Urban fringe/large town		Rural/small town	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	**25,410.2**		**24,675.7**		**8,719.0**		**5,583.6**	
NCES typology								
Catholic	4,786.5	0.26	679.3	0.49	4,366.8	0.17	1,831.6	0.38
Parochial	4,370.6	0.16	192.9	0.25	4,366.3	0.16	0.0	0.20
Diocesan	0.0	0.08	0.0	0.16	0.0	0.07	0.0	0.11
Private	1,945.1	0.05	651.4	0.08	66.0	0.03	1,831.6	0.31
Other religious	24,798.8	0.31	23,381.0	0.60	5,933.3	0.19	5,191.3	0.52
Conservative Christian	4,596.4	0.10	3,546.6	0.15	1,808.9	0.10	1,435.7	0.24
Affiliated	4,770.4	0.09	2,959.6	0.13	3,094.4	0.12	1,914.2	0.31
Unaffiliated	22,658.6	0.39	21,933.7	0.77	3,146.3	0.13	4,295.0	0.62
Nonsectarian	5,428.0	0.11	4,670.8	0.19	2,744.8	0.13	1,037.9	0.25
Regular	1,142.1	0.06	602.9	0.10	1,208.3	0.07	867.5	0.20
Special emphasis	4,957.7	0.09	4,498.7	0.17	1,975.6	0.09	569.7	0.10
Special education	1,332.0	0.03	397.2	0.02	1,139.9	0.05	0.0	0.01
School level								
Elementary	7,393.1	0.25	6,025.4	0.46	4,968.0	0.18	4,137.6	0.43
Secondary	2,395.1	0.09	1,293.1	0.17	1,895.8	0.10	1,019.9	0.19
Combined	23,337.1	0.32	22,426.7	0.61	5,756.2	0.20	2,970.5	0.39
Program emphasis								
Regular elementary/ secondary	24,067.0	0.10	23,152.6	0.18	8,269.1	0.11	5,257.6	0.24
Montessori	2,398.8	0.04	2,232.1	0.08	355.4	0.02	730.4	0.13
Special program emphasis	4,474.1	0.09	4,084.5	0.16	1,762.8	0.08	486.7	0.09
Special education	1,379.7	0.03	397.2	0.02	1,195.4	0.06	0.0	0.01
Vocational/technical	—	—	—	—	—	—	—	—
Alternative	2,035.6	0.04	1,484.8	0.06	837.1	0.04	1,187.3	0.20
Early childhood	191.1	(*)	0.0	(*)	164.2	0.01	—	—
Size								
Less than 50	4,372.1	0.08	1,611.4	0.06	2,280.9	0.10	3,954.1	0.61
50–149	6,953.5	0.13	4,814.0	0.18	3,724.7	0.15	3,360.6	0.44
150–299	12,408.5	0.22	11,984.7	0.40	3,994.1	0.17	862.0	0.32
300–499	6,214.5	0.13	5,740.5	0.25	2,985.3	0.12	0.0	0.17
500–749	2,330.1	0.08	0.0	0.16	2,330.1	0.10	0.0	0.06
750 or more	18,232.3	0.30	18,232.3	0.59	0.0	0.05	0.0	0.03
Region								
Northeast	5,768.9	0.15	153.9	0.22	5,158.4	0.20	2,812.3	0.43
Midwest	8,185.1	0.17	10,770.6	0.39	4,165.4	0.18	1,444.1	0.37
South	22,964.5	0.32	21,980.3	0.59	4,807.5	0.20	4,359.4	0.54
West	4,246.2	0.11	3,118.7	0.21	2,991.5	0.14	1,475.7	0.25

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 20A.—Standard errors for percentage male enrollment and percentage distribution of coeducational, all-girls, and all-boys schools, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Percent			
	Male enrollment	Coed schools	All-girls schools	All-boys schools
Total	**0.03**	**0.05**	**0.03**	**0.03**
NCES typology				
Catholic	0.01	0.05	0.05	0.01
Parochial	0.01	(*)	(*)	—
Diocesan	0.00	0.00	0.00	0.00
Private	0.05	0.94	0.63	0.40
Other religious	0.09	0.05	0.02	0.03
Conservative Christian	0.04	0.01	—	—
Affiliated	0.16	0.23	0.10	0.13
Unaffiliated	0.24	0.11	0.04	0.08
Nonsectarian	0.08	0.14	0.06	0.12
Regular	0.08	0.25	0.02	0.26
Special emphasis	0.20	0.19	—	0.07
Special education	0.20	0.16	0.03	0.13
School level				
Elementary	0.02	0.03	(*)	0.03
Secondary	0.06	0.70	0.38	0.38
Combined	0.10	0.08	0.03	0.05
Program emphasis				
Regular elementary/ secondary	0.03	0.05	0.03	0.03
Montessori	0.28	0.01	—	—
Special program emphasis	0.28	0.56	0.16	0.49
Special education	0.20	0.14	0.03	0.12
Vocational/technical	—	—	—	—
Alternative	0.23	0.35	0.24	0.19
Early childhood	0.48	0.00	0.00	0.00
Size				
Less than 50	0.55	0.13	0.08	0.09
50–149	0.11	0.05	0.01	0.04
150–299	0.08	0.07	0.01	0.07
300–499	0.03	0.03	0.02	0.01
500–749	0.01	0.03	0.02	0.01
750 or more	0.10	0.50	0.17	0.34
Region				
Northeast	0.04	0.18	0.10	0.11
Midwest	0.03	0.07	0.06	0.02
South	0.10	0.09	0.03	0.07
West	0.03	0.04	0.02	0.02
Community type				
Central city	0.05	0.07	0.03	0.05
Urban fringe/large town	0.05	0.07	0.04	0.05
Rural/small town	0.14	0.14	0.08	0.10

— Too few sample cases for a reliable estimate.

* Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 21A.—Standard errors for percentage of schools with 12th-graders in 1998–99, number of 1998–99 graduates, 1998–99 graduation rate, and percentage of 1998–99 graduates who attended 4-year colleges, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Percent of schools with 12th-graders in 1998–99	Number of 1998–99 graduates	1998–99 graduation rate	Percent of 1998–99 graduates who attended 4-year colleges
Total	**0.45**	**2,053.51**	**0.08**	**0.77**
NCES typology				
Catholic	0.07	8.70	(1)	0.08
Parochial	0.02	0.00	0.00	0.00
Diocesan	0.00	0.00	0.00	0.00
Private	1.30	8.70	(1)	0.15
Other religious	0.91	2,047.80	0.06	1.18
Conservative Christian	0.96	271.51	0.08	1.09
Affiliated	1.83	270.47	0.09	4.38
Unaffiliated	1.41	2,013.10	0.10	2.43
Nonsectarian	0.45	198.02	0.39	0.36
Regular	0.36	124.08	0.02	0.38
Special emphasis	0.89	148.88	2.32	0.65
Special education	0.84	37.09	0.02	0.16
School level				
Elementary	(2)	(2)	(2)	(2)
Secondary	0.76	266.01	0.12	1.57
Combined	0.51	2,040.68	0.05	0.90
Program emphasis				
Regular elementary/ secondary	0.52	2,044.34	0.01	0.93
Montessori	0.85	21.52	3.77	16.63
Special program emphasis	2.11	146.07	2.38	0.84
Special education	0.75	37.09	0.02	0.15
Vocational/technical	—	—	—	—
Alternative	1.74	149.50	0.19	2.04
Early childhood	0.00	0.00	0.00	0.00
Size				
Less than 50	1.46	258.48	0.41	1.65
50–149	0.71	291.48	0.97	0.85
150–299	0.51	1,053.00	0.05	0.84
300–499	0.24	206.78	(1)	0.25
500–749	0.13	0.00	0.00	0.00
750 or more	0.38	1,727.06	0.02	0.51
Region				
Northeast	0.42	129.13	0.01	0.27
Midwest	0.32	183.12	0.30	0.62
South	1.38	2,019.27	0.05	1.80
West	0.49	298.72	0.04	0.88
Community type				
Central city	0.33	2,022.51	0.03	0.77
Urban fringe/large town	0.57	286.67	0.21	1.40
Rural/small town	1.31	246.30	0.06	1.74

— Too few sample cases for a reliable estimate.

(1) Standard error is less than 0.005.

(2) Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 22A.—Root mean squared errors for private elementary and secondary schools, enrollment, FTE teachers, and high school graduates, by state: United States, 1999–2000

State	Number of schools	Enrollment	Teachers	High school graduates, 1998–99
United States	**745.7**	**74,599.1**	**8,794.5**	**6,730.8**
Alabama	21.6	2,527.0	170.4	194.2
Alaska	1.6	63.3	50.8	7.7
Arizona	4.4	428.2	62.5	38.8
Arkansas	14.0	1,233.1	90.1	85.7
California	27.8	1,532.5	502.5	253.4
Colorado	5.5	397.0	114.5	78.5
Connecticut	5.7	224.2	86.8	141.7
Delaware	2.7	303.1	28.4	17.5
District of Columbia	4.4	700.5	30.8	82.5
Florida	79.1	8,152.0	775.7	279.2
Georgia	31.4	4,156.8	591.0	317.0
Hawaii	1.5	168.5	23.3	30.5
Idaho	2.0	96.0	28.8	7.6
Illinois	11.8	1,364.5	141.6	121.5
Indiana	13.9	1,460.5	197.5	133.1
Iowa	4.8	445.5	46.4	69.3
Kansas	16.7	1,731.0	158.1	63.5
Kentucky	17.0	1,926.5	193.1	191.4
Louisiana	12.8	1,982.1	113.3	296.4
Maine	4.6	133.1	51.2	43.0
Maryland	36.9	4,700.1	287.7	328.5
Massachusetts	13.1	506.1	148.7	192.2
Michigan	13.9	1,553.7	178.8	167.2
Minnesota	8.7	1,046.7	128.9	114.4
Mississippi	9.1	1,357.0	105.5	159.0
Missouri	7.2	1,076.3	113.7	170.4
Montana	2.0	88.2	37.3	23.0
Nebraska	4.2	415.0	66.6	74.2
Nevada	1.3	81.4	23.7	5.6
New Hampshire	5.7	192.9	71.7	45.7
New Jersey	14.1	784.5	197.5	339.4
New Mexico	3.5	195.0	72.5	45.5
New York	22.0	1,226.9	404.2	337.9
North Carolina	37.1	3,775.3	421.7	160.4
North Dakota	1.3	97.0	12.1	19.5
Ohio	11.2	1,694.3	134.4	173.0
Oklahoma	11.0	1,049.0	82.9	48.6
Oregon	12.4	1,286.7	92.0	74.6
Pennsylvania	51.8	2,953.6	847.5	413.8
Rhode Island	3.0	126.6	26.1	55.8
South Carolina	19.0	2,506.1	280.6	202.3
South Dakota	2.6	231.9	24.2	18.7
Tennessee	39.9	3,519.1	264.5	162.4
Texas	52.6	7,260.1	409.6	353.1
Utah	1.4	114.0	28.9	41.9
Vermont	4.9	198.6	65.4	57.2
Virginia	34.2	4,170.8	247.7	178.1
Washington	8.8	519.4	143.6	47.5
West Virginia	11.8	974.4	150.9	95.7
Wisconsin	16.6	1,828.4	240.7	168.0
Wyoming	1.4	45.1	28.2	5.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix B
Values and Standard Error Tables for Kindergarten-terminal Schools

Table 1B.—Number and percentage distribution of kindergarten-terminal[1] private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**5,772**	**100.0**	**91,802**	**100.0**	**13,081**	**100.0**
NCES typology						
Catholic	134	2.3	3,650	4.0	426	3.3
Parochial	32	0.6	1,260	1.4	102	0.8
Diocesan	23	0.4	693	0.8	69	0.5
Private	78	1.4	1,696	1.9	256	2.0
Other religious	1,724	29.9	29,494	32.1	3,563	27.2
Conservative Christian	178	3.1	3,297	3.6	413	3.2
Affiliated	337	5.8	6,186	6.7	742	5.7
Unaffiliated	1,209	21.0	20,011	21.8	2,408	18.4
Nonsectarian	3,913	67.8	58,658	63.9	9,092	69.5
Regular	2,790	48.3	44,438	48.4	5,937	45.4
Special emphasis	1,108	19.2	14,040	15.3	3,104	23.7
Special education	16	0.3	180	0.2	50	0.4
School level						
Elementary	5,772	100.0	91,802	100.0	13,081	100.0
Secondary	0	0.0	0	0.0	0	0.0
Combined	0	0.0	0	0.0	0	0.0
Program emphasis						
Regular elementary/ secondary	0	0.0	0	0.0	0	0.0
Montessori	1,114	19.3	14,121	15.4	3,188	24.4
Special program emphasis	17	0.3	367	0.4	44	0.3
Special education	17	0.3	204	0.2	52	0.4
Vocational/technical	0	0.0	0	0.0	0	0.0
Alternative	75	1.3	1,216	1.3	199	1.5
Early childhood	4,549	78.8	75,894	82.7	9,598	73.4
Size						
Less than 50	5,612	97.2	79,389	86.5	12,249	93.6
50–149	150	2.6	9,885	10.8	713	5.5
150–299	—	—	—	—	—	—
300–499	—	—	—	—	—	—
500–749	0	0.0	0	0.0	0	0.0
750 or more	0	0.0	0	0.0	0	0.0
Region						
Northeast	1,713	29.7	27,226	29.7	3,919	30.0
Midwest	954	16.5	14,610	15.9	2,075	15.9
South	1,575	27.3	26,467	28.8	3,719	28.4
West	1,529	26.5	23,499	25.6	3,367	25.7
Community type						
Central city	2,315	40.1	37,474	40.8	5,578	42.6
Urban fringe/large town	2,894	50.1	45,823	49.9	6,427	49.1
Rural/small town	563	9.8	[2]8,504	9.3	1,076	8.2

— Too few sample cases for a reliable estimate.

[1] School in which the highest grade is kindergarten.

[2] The coefficient of variation for this estimate is larger than 25 percent. The standard error for this estimate is presented in the corresponding table in appendix A.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2B.—Standard errors for number and percentage distribution of kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**122.6**		**2,762.0**		**200.0**	
NCES typology						
Catholic	4.3	0.09	99.1	0.16	4.3	0.06
Parochial	4.3	0.08	99.1	0.11	4.3	0.03
Diocesan	0.0	0.01	0.0	0.02	0.0	0.01
Private	0.0	0.03	0.0	0.06	0.0	0.03
Other religious	77.4	0.97	1,242.1	1.20	103.5	0.64
Conservative Christian	20.1	0.34	222.4	0.26	12.7	0.11
Affiliated	15.0	0.25	250.4	0.29	15.0	0.12
Unaffiliated	68.4	0.91	1,059.7	0.99	94.7	0.60
Nonsectarian	83.3	0.95	2,382.0	1.23	161.8	0.64
Regular	76.5	0.86	2,352.2	1.43	137.8	0.70
Special emphasis	36.8	0.69	398.4	0.61	84.0	0.59
Special education	0.0	0.01	0.0	0.01	0.0	0.01
School level						
Elementary	122.6	0.00	2,762.0	0.00	200.0	0.00
Secondary	0.0	0.00	0.0	0.00	0.0	0.00
Combined	0.0	0.00	0.0	0.00	0.0	0.00
Program emphasis						
Regular elementary/ secondary	0.0	0.00	0.0	0.00	0.0	0.00
Montessori	34.0	0.61	324.4	0.55	81.3	0.57
Special program emphasis	0.0	0.01	0.0	0.01	0.0	0.01
Special education	0.0	0.01	0.0	0.01	0.0	0.01
Vocational/technical	0.0	0.00	0.0	0.00	0.0	0.00
Alternative	14.5	0.26	251.7	0.28	21.5	0.17
Early childhood	121.2	0.71	2,754.9	0.65	181.5	0.60
Size						
Less than 50	117.5	0.56	1,710.4	2.04	173.0	0.71
50–149	33.1	0.56	2,150.8	2.10	99.2	0.72
150–299	—	—	—	—	—	—
300–499	—	—	—	—	—	—
500–749	0.0	0.00	0.0	0.00	0.0	0.00
750 or more	0.0	0.00	0.0	0.00	0.0	0.00
Region						
Northeast	43.6	0.80	650.6	1.00	67.0	0.56
Midwest	36.5	0.63	446.7	0.62	86.8	0.60
South	92.4	1.22	2,530.3	1.99	155.6	0.89
West	57.0	0.88	776.8	0.97	61.5	0.51
Community type						
Central city	46.5	1.02	651.1	1.30	74.2	0.72
Urban fringe/large town	97.1	1.13	1,483.7	1.53	130.5	0.78
Rural/small town	66.2	1.04	2,256.8	2.24	134.0	0.94

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 38.—Number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**32,995**	**100.0**	**5,254,485**	**100.0**	**408,397**	**100.0**
NCES typology						
Catholic	8,236	25.0	2,514,690	47.9	150,026	36.7
Parochial	4,640	14.1	1,308,721	24.9	72,599	17.8
Diocesan	2,621	7.9	836,021	15.9	49,483	12.1
Private	975	3.0	369,948	7.0	27,944	6.8
Other religious	14,956	45.3	1,873,074	35.7	156,478	38.3
Conservative Christian	5,167	15.7	776,534	14.8	60,894	14.9
Affiliated	3,869	11.7	559,715	10.7	48,175	11.8
Unaffiliated	5,920	17.9	536,825	10.2	47,409	11.6
Nonsectarian	9,803	29.7	866,721	16.5	101,893	25.0
Regular	5,284	16.0	591,087	11.3	64,216	15.7
Special emphasis	3,239	9.8	189,180	3.6	23,085	5.7
Special education	1,280	3.9	86,454	1.7	14,592	3.6
School level						
Elementary	22,302	67.6	2,923,173	55.6	200,914	49.2
Secondary	2,538	7.7	806,639	15.4	62,737	15.4
Combined	8,155	24.7	1,524,673	29.0	144,746	35.4
Program emphasis						
Regular elementary/ secondary	22,263	67.5	4,751,634	90.4	346,300	84.8
Montessori	2,305	7.0	91,385	1.7	11,650	2.9
Special program emphasis	623	1.9	111,586	2.1	10,993	2.7
Special education	1,426	4.3	95,464	1.8	16,030	3.9
Vocational/technical	—	—	—	—	—	—
Alternative	1,691	5.1	121,450	2.3	13,199	3.2
Early childhood	4,681	14.2	81,428	1.6	10,129	2.5
Size						
Less than 50	13,177	39.9	275,698	5.3	38,578	9.5
50–149	7,889	23.9	726,014	13.8	72,389	17.7
150–299	6,576	19.9	1,424,982	27.1	102,495	25.1
300–499	3,224	9.8	1,230,195	23.4	84,166	20.6
500–749	1,352	4.1	805,490	15.3	54,078	13.2
750 or more	778	2.4	792,106	15.1	56,691	13.9
Region						
Northeast	8,165	24.8	1,322,073	25.2	107,724	26.4
Midwest	7,945	24.1	1,360,056	25.9	93,520	22.9
South	9,816	29.8	1,602,250	30.5	134,911	33.0
West	7,069	21.4	970,106	18.5	72,243	17.7
Community type						
Central city	13,140	39.8	2,577,990	49.1	195,562	47.9
Urban fringe/large town	13,253	40.2	2,096,917	39.9	161,863	39.6
Rural/small town	6,603	20.0	579,578	11.0	50,973	12.5

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 4B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by NCES typology and selected characteristics: United States, 1999–2000

Selected characteristics	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**301.4**		**26,760.8**		**2,976.9**	
NCES typology						
Catholic	24.7	0.25	4,787.5	0.26	210.0	0.28
Parochial	15.1	0.14	4,371.7	0.16	159.8	0.14
Diocesan	0.0	0.07	0.0	0.08	0.0	0.09
Private	19.5	0.06	1,945.1	0.05	134.8	0.06
Other religious	246.9	0.39	25,527.1	0.32	2,813.4	0.43
Conservative Christian	105.6	0.29	4,608.7	0.10	457.7	0.13
Affiliated	142.4	0.40	4,792.3	0.09	389.3	0.11
Unaffiliated	178.0	0.43	23,319.8	0.40	2,649.2	0.57
Nonsectarian	111.9	0.26	6,188.0	0.11	770.4	0.21
Regular	81.6	0.19	2,663.9	0.06	189.8	0.11
Special emphasis	60.0	0.18	4,967.1	0.09	675.0	0.16
Special education	22.0	0.07	1,332.0	0.03	152.4	0.04
School level						
Elementary	242.4	0.43	8,263.1	0.24	735.1	0.31
Secondary	61.7	0.19	2,395.1	0.09	229.3	0.12
Combined	159.8	0.40	23,337.1	0.31	2,681.6	0.41
Program emphasis						
Regular elementary/ secondary	204.5	0.29	24,067.0	0.11	2,718.1	0.18
Montessori	58.3	0.16	2,420.6	0.04	243.7	0.06
Special program emphasis	23.0	0.07	4,474.1	0.08	607.0	0.15
Special education	22.1	0.07	1,379.7	0.03	154.6	0.05
Vocational/technical	—	—	—	—	—	—
Alternative	56.0	0.17	2,051.1	0.04	288.8	0.07
Early childhood	124.7	0.31	2,784.4	0.05	187.2	0.04
Size						
Less than 50	224.9	0.38	4,749.7	0.08	509.5	0.11
50–149	116.1	0.27	7,991.8	0.14	949.9	0.21
150–299	47.7	0.20	12,408.5	0.22	1,237.2	0.28
300–499	17.1	0.09	6,214.5	0.13	648.6	0.18
500–749	3.3	0.04	2,330.1	0.08	79.4	0.10
750 or more	19.8	0.06	18,232.3	0.30	2,143.0	0.46
Region						
Northeast	116.2	0.34	6,170.1	0.15	333.7	0.20
Midwest	110.6	0.33	8,192.9	0.17	910.6	0.23
South	236.2	0.53	24,324.9	0.33	2,789.5	0.47
West	96.6	0.30	4,387.5	0.12	374.2	0.15
Community type						
Central city	121.7	0.40	24,612.6	0.26	2,710.2	0.36
Urban fringe/large town	191.7	0.53	9,339.2	0.23	822.0	0.30
Rural/small town	246.9	0.64	7,135.9	0.13	803.8	0.19

— Too few sample cases for a reliable estimate.

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 5B.—Number and percentage distribution of traditional PSS and kindergarten-terminal* private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**32,995**	**100.0**	**5,254,485**	**100.0**	**408,397**	**100.0**
Religious orientation						
Roman Catholic	8,236	25.0	2,514,689	47.9	150,026	36.7
Amish	709	2.2	20,473	0.4	1,021	0.3
Assembly of God	547	1.7	76,527	1.5	5,958	1.5
Baptist	2,410	7.3	322,115	6.1	25,676	6.3
Brethren	59	0.2	8,467	0.2	598	0.2
Calvinist	151	0.5	40,806	0.8	2,601	0.6
Christian (unspecified)	3,987	12.1	539,059	10.3	44,892	11.0
Church of Christ	196	0.6	49,265	0.9	3,624	0.9
Church of God	162	0.5	15,470	0.3	1,297	0.3
Church of God in Christ	37	0.1	2,763	0.1	225	0.1
Episcopal	483	1.5	115,673	2.2	12,583	3.1
Friends	96	0.3	16,871	0.3	2,047	0.5
Greek Orthodox	30	0.1	4,679	0.1	461	0.1
Islamic	152	0.5	18,262	0.4	1,990	0.5
Jewish	798	2.4	172,818	3.3	17,112	4.2
Lutheran Church—Missouri Synod	1,257	3.8	168,240	3.2	10,777	2.6
Evangelical Lutheran Church In America	223	0.7	19,926	0.4	1,425	0.4
Wisconsin Evangelical Lutheran Synod	362	1.1	33,842	0.6	2,216	0.5
Other Lutheran	74	0.2	4,421	0.1	334	0.1
Mennonite	420	1.3	24,323	0.5	1,940	0.5
Methodist	318	1.0	19,306	0.4	2,012	0.5
Pentecostal	492	1.5	33,516	0.6	3,269	0.8
Presbyterian	260	0.8	36,446	0.7	3,190	0.8
Seventh-Day Adventist	962	2.9	61,257	1.2	4,507	1.1
Other	772	2.3	68,491	1.3	6,715	1.6
Nonsectarian	9,805	29.7	866,780	16.5	101,903	25.0

* School in which the highest grade is kindergarten.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 6B.—Standard errors for number and percentage distribution of traditional PSS and kindergarten-terminal[1] private schools, students, and FTE teachers, by religious orientation of school: United States, 1999–2000

Religious or nonsectarian category	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	**301.4**		**26,760.8**		**2,976.9**	
Religious orientation						
Roman Catholic	24.7	0.25	4,787.5	0.26	210.0	0.28
Amish	78.7	0.23	1,482.7	0.03	106.6	0.03
Assembly of God	3.8	0.02	605.3	0.01	49.7	0.02
Baptist	64.6	0.17	4,694.9	0.08	333.6	0.08
Brethren	0.0	(2)	0.0	(2)	0.0	(2)
Calvinist	0.0	(2)	0.0	(2)	0.0	(2)
Christian (unspecified)	172.3	0.47	12,711.3	0.22	1,393.2	0.31
Church of Christ	0.0	0.01	0.0	(2)	0.0	0.01
Church of God	12.5	0.04	923.6	0.02	102.3	0.02
Church of God in Christ	7.3	0.02	320.6	0.01	37.3	0.01
Episcopal	26.0	0.08	16,970.6	0.32	1,918.7	0.46
Friends	13.1	0.04	143.8	(2)	26.1	0.01
Greek Orthodox	0.0	(2)	0.0	(2)	0.0	(2)
Islamic	16.4	0.05	851.8	0.02	124.1	0.03
Jewish	4.5	0.03	464.8	0.02	51.6	0.03
Lutheran Church—Missouri Synod	17.4	0.06	797.0	0.02	43.2	0.02
Evangelical Lutheran Church In America	8.7	0.03	113.1	(2)	8.7	(2)
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	(2)	0.0	(2)
Other Lutheran	11.7	0.04	69.9	(2)	30.6	0.01
Mennonite	48.9	0.14	1,336.7	0.03	132.3	0.03
Methodist	21.3	0.06	380.6	0.01	29.6	0.01
Pentecostal	22.7	0.07	599.2	0.01	106.4	0.03
Presbyterian	0.0	0.01	0.0	(2)	0.0	0.01
Seventh-Day Adventist	26.1	0.08	239.8	0.01	29.6	0.01
Other	111.1	0.31	8,549.3	0.16	1,135.1	0.27
Nonsectarian	111.9	0.26	6,188.0	0.11	770.4	0.21

[1] School in which the highest grade is kindergarten.

[2] Standard error is less than 0.005.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix C
Item Reponse Rate Tables

Table 1C.—Private School Survey unweighted item response rates for kindergarten-terminal* schools: United States, 1999–2000

Item number	Response rate	Number of responses	Number in universe
5a	0.0 %	0	0
5b	98.4	4,160	4,229
5c	98.2	4,842	4,933
5d	97.2	385	396
5e	92.2	71	77
5f	0.0	0	0
5g	0.0	0	0
5h	0.0	0	0
5i	0.0	0	0
5j	0.0	0	0
5k	0.0	0	0
5l	0.0	0	0
5m	0.0	0	0
5n	0.0	0	0
5o	0.0	0	0
5p	0.0	0	0
5q	0.0	0	0
6	98.7	4,932	4,996
7a	88.2	4,406	4,996
7b	87.7	4,381	4,996
7c	87.6	4,378	4,996
7d	87.3	4,360	4,996
7e	87.7	4,383	4,996
8a	97.2	4,857	4,996
8b	76.0	3,784	4,980
9a	99.4	4,967	4,996
9b	71.4	5	7
9c	71.4	5	7
9d (1)	28.6	2	7
9d (2)	28.6	2	7
9d (3)	28.6	2	7
10a	98.3	4,912	4,996
10b	98.3	4,910	4,996
11a	97.6	4,874	4,996
11b	95.5	4,771	4,996
11c	95.8	4,787	4,996
11d	95.1	4,749	4,996
11e	95.1	4,753	4,996
11f	96.2	4,804	4,996
12a	99.8	4,985	4,996
12b	98.1	4,903	4,996
13	99.7	4,979	4,996
14a	99.2	4,958	4,996
14b	95.5	1,492	1,563
14c	97.1	1,516	1,562
14d	87.4	111	127
15	94.8	4,737	4,996
16	90.5	4,520	4,996
17a	97.1	4,853	4,996
17b	97.1	4,853	4,996
18	99.0	4,945	4,996

* School in which the highest grade is kindergarten.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Table 2C.—Private School Survey unweighted item response rates for traditional schools: United States, 1999–2000

Item number	Response rate	Number of responses	Number in universe
5a	94.9 %	1,585	1,671
5b	98.3	10,814	11,005
5c	98.2	17,334	17,651
5d	92.3	514	557
5e	91.3	565	619
5f	97.8	18,848	19,265
5g	97.8	18,566	18,991
5h	97.8	18,389	18,802
5i	97.7	18,118	18,537
5j	97.7	17,849	18,274
5k	97.6	17,473	17,903
5l	97.6	16,059	16,448
5m	97.6	15,825	16,222
5n	96.2	7,462	7,760
5o	96.3	7,078	7,348
5p	96.2	6,626	6,888
5q	96.2	6,405	6,655
6	98.6	23,828	24,163
7a	92.6	22,375	24,163
7b	92.2	22,279	24,163
7c	92.3	22,308	24,163
7d	91.8	22,174	24,163
7e	92.4	22,319	24,163
8a	99.6	24,056	24,163
8b	90.4	20,878	23,091
9a	99.4	24,021	24,163
9b	95.0	6,344	6,679
9c	93.1	6,219	6,679
9d (1)	82.8	5,376	6,495
9d (2)	79.8	5,182	6,495
9d (3)	76.1	4,943	6,495
10a	98.9	23,890	24,163
10b	98.3	17,473	17,780
11a	98.8	23,863	24,163
11b	97.9	23,646	24,163
11c	98.0	23,686	24,163
11d	97.9	23,645	24,163
11e	97.7	23,608	24,163
11f	98.6	23,827	24,163
12a	97.8	23,637	24,163
12b	98.6	23,824	24,163
13	99.7	24,097	24,163
14a	99.6	24,064	24,163
14b	93.1	17,654	18,957
14c	98.8	18,737	18,957
14d	92.4	7,217	7,807
15	95.5	23,086	24,163
16	97.0	23,430	24,163
17a	98.6	23,829	24,163
17b	98.6	23,829	24,163
18	99.4	24,030	24,163

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Survey, 1999–2000.

Appendix D
Private School Survey Questionnaire
1999–2000

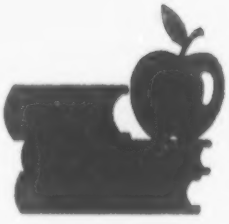
NOTICE – This report is authorized by law (20 U.S. Code 1221e-1). OMB No. 1850-0641: Approval Expires 07/31/2002

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PRIVATE SCHOOL SURVEY

1999–2000 SCHOOL YEAR



PLEASE NOTE:

The 1999–2000 Private School Survey is intended to include all private –

▶ **SCHOOLS that teach ANY of the following –**

- **Any** of grades 1 – 12
- Ungraded students between 5 and 18 years old
- Kindergarten – traditional year of school primarily for 5-year-olds prior to first grade
- Transitional (or readiness) kindergarten – extra year of school for kindergarten-age children who are judged not ready for kindergarten
- Transitional first (or prefirst) grade – extra year of school for children who have attended kindergarten but have been judged not ready for first grade

▶ **EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following –**

- Kindergarten
- Transitional (or readiness) kindergarten
- Transitional first (or prefirst) grade

For example:

An early childhood center that has a nursery school, a prekindergarten program, and a kindergarten would be eligible for this survey, since it includes a kindergarten.

An early childhood center that has a nursery school and a prekindergarten program ONLY would NOT be eligible for this survey, since it does not include a kindergarten. You would mark the appropriate box in item 2.

FORM PSS-1
(3-9-99)

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.

DEAR ADMINISTRATOR:

We are requesting your critical help in an important national data collection that is very valuable to private schools across the country.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 1999-2000 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this data collection effort is to obtain current information about private schools, such as type of school, length of school year, number of students and teachers, and number of high school graduates, if any. We will use the data to produce statistical summaries about the providers of private education in the United States.

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 1999-2000 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *any* of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 24 percent of all elementary and secondary schools in the United States are private; these schools enroll approximately 10 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire using the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Private School Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FORM PSS-1 (3-0-99)

1. Please print your name, title, and work telephone number in case we have questions about any of your responses.

YOUR NAME

050 _____

TITLE

051 _____

AREA CODE: TELEPHONE NUMBER:

052 ☐☐☐ – ☐☐☐ – ☐☐☐☐

For questions regarding this survey, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

2a. Is the institution or organization named on the front of this questionnaire a school?

105 1 ☐ Yes
2 ☐ No – *Please explain* → 106 _____ → *GO to item 3.*

b. Is the school named on the front of this questionnaire a private school?
(For this survey, all elementary or secondary schools that are privately funded are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, etc.)

130 1 ☐ Yes
2 ☐ No – *Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.)*

131 _____ → *GO to item 3.*

c. Is the school named on the front of this questionnaire still in operation?

100 1 ☐ Yes
2 ☐ No – *Please record the date when the school closed.*

101 ☐☐ ☐☐ ☐☐☐☐ → *GO to item 3.*
Month Day Year

d. Does this school teach any students in ANY of grades K to 12, or comparable ungraded levels?

110 1 ☐ Yes
2 ☐ No – *Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary).*

110 _____

3. If you marked "No" for any of items 2a–d, do not complete this questionnaire. Please return it in the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you marked "Yes" for all of items 2a-d above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. To help you with this, please record the time you begin.

☐☐ : ☐☐

FORM PSS-1 (5-6-88)

INSTRUCTIONS

We suggest using a pencil or ball point pen to answer this questionnaire.

If you have any questions, please call the Census Bureau at 1–800–221–1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

5. How many students were enrolled in each of the following grade levels around the first of October?

- *Report only for the school named on the front of this questionnaire.*
- *Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.*
- *Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.*

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
a. Ungraded (including ungraded special education students)	135 1 ☐	140 ☐☐☐☐
b. Nursery and prekindergarten	145 1 ☐	150 ☐☐☐☐
c. Kindergarten *(traditional year of school primarily for 5-year-olds prior to first grade)*	155 1 ☐	160 ☐☐☐☐
d. Transitional (or readiness) kindergarten *(extra year of school for kindergarten-age children who are judged not ready for kindergarten)*	165 1 ☐	170 ☐☐☐☐
e. Transitional first (or prefirst) grade *(extra year of school for children who have attended kindergarten but have been judged not ready for first grade)*	175 1 ☐	180 ☐☐☐☐

5. Continued –

How many students were enrolled in each of the following grade levels around the first of October?

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
f. 1st	185 1 ☐	190 ☐☐☐☐
g. 2nd	195 1 ☐	200 ☐☐☐☐
h. 3rd	205 1 ☐	210 ☐☐☐☐
i. 4th	215 1 ☐	220 ☐☐☐☐
j. 5th	225 1 ☐	230 ☐☐☐☐
k. 6th	235 1 ☐	240 ☐☐☐☐
l. 7th	245 1 ☐	250 ☐☐☐☐
m. 8th	255 1 ☐	260 ☐☐☐☐
n. 9th	265 1 ☐	270 ☐☐☐☐
o. 10th	275 1 ☐	280 ☐☐☐☐
p. 11th	285 1 ☐	290 ☐☐☐☐
q. 12th	295 1 ☐	300 ☐☐☐☐

6. **What was the total number of students enrolled in this school/program around the first of October?**

◆ *Please sum lines 5(a) through 5(q).*

305 ☐☐☐☐ Students

INSTRUCTIONS FOR ITEM 7

- ***Do not*** *include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in day care at this school/program.*

7. Around the first of October, how many students were:

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

320 ☐☐☐☐ Students

0 ☐ None

b. White, not of Hispanic origin?

330 ☐☐☐☐ Students

0 ☐ None

c. Black, not of Hispanic origin?

325 ☐☐☐☐ Students

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

310 ☐☐☐☐ Students

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

315 ☐☐☐☐ Students

0 ☐ None

8a. Is this school coeducational?

335
1 ☐ Yes
2 ☐ No, it is an all-female school
3 ☐ No, it is an all-male school

→ *GO to item 9a on page 7.*

b. How many MALE students attended this school around the first of October?

- *Do NOT include nursery, prekindergarten, postsecondary, or adult education students.*

340 ☐☐☐☐ Male students

0 ☐ None

9a. Last school year (1998–1999), were any students enrolled in 12th grade?

345 1 ☐ Yes
2 ☐ No → *GO to item 10a below.*

b. How many students were enrolled in 12th grade around October 1, 1998?

350 ☐☐☐☐ 12th graders

c. How many students graduated from the 12th grade last year?

◆ *Include 1999 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.*

355 ☐☐☐☐ Graduates
0 ☐ None → *GO to item 10a below.*

d. Of those who graduated last year, what percentage went to:

360 ☐☐☐ % **Four-year colleges?**

361 ☐☐☐ % **Two-year colleges?**

362 ☐☐☐ % **Technical or other specialized schools?**

10a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

◆ *Mark (X) only one box.*

365 0 ☐ School does not offer kindergarten, transitional kindergarten, or transitional first grade → *GO to instructions for item 11 at top of page 8.*
1 ☐ Full day (4 hours or more per day)
2 ☐ Half day (less than 4 hours per day)
3 ☐ Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

◆ *If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.*

370 ☐ Days per week

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

In item 11, we ask for the number of teachers for grades K – 12 by the amount of time they teach at THIS school.

Example:

The following is an example to illustrate how to report teachers in this item for a school/program that includes prekindergarten through grade 8.

If this school/program has eight full-time teachers for grades 1–8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 11 as follows:

|8| Full-time teachers

o ☐ None

| | | Teach at least ¾ time but less than full time

o ☒ None

|2| Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he/she spends teaching prekindergarten is not counted in item 11.

This number also includes the physical education teacher who teaches three days a week.

o ☐ None

|1| Teach at least ¼ time but less than ½ time

This includes the music teacher who teaches two days a week.

o ☐ None

|1| Teach less than ¼ time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.

o ☐ None

|12| **TOTAL TEACHERS**

11. Around October 1, 1999, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

- *Consider only the amount of time an individual works as a teacher during a typical week at THIS school/program.*
- *INCLUDE:*
  - Regular classroom teachers;
  - Teachers who teach subjects such as music, art, physical education, and special education;
  - Teaching principals/administrators who teach a regularly scheduled class at this school.
- *Do NOT include:*
  - Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
  - Student teachers, teacher aides, day care aides, or short-term substitute teachers;
  - Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385 ☐☐☐ Full-time teachers

0 ☐ None

390 ☐☐☐ Teach at least ¾ time but less than full time

0 ☐ None

395 ☐☐☐ Teach at least ½ time but less than ¾ time

0 ☐ None

400 ☐☐☐ Teach at least ¼ time but less than ½ time

0 ☐ None

405 ☐☐☐ Teach less than ¼ time

0 ☐ None

410 ☐☐☐ **TOTAL TEACHERS**

12a. What type of school/program is this?

Mark (X) only one box.

415

1 ☐ REGULAR elementary or secondary (e.g., a K – 12 school, a K – 8 school, a 7 – 12 school, a 9 – 12 school, a 1 – 8 school, etc.)

2 ☐ MONTESSORI

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.

4 ☐ SPECIAL EDUCATION – primarily serves students with disabilities.

5 ☐ VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.

6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school – *Please describe* →

416 _____

7 ☐ EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

b. Is a major role of this school/program to support home schooling?

430

1 ☐ Yes

2 ☐ No

13. Is this school/program located in a private home that is used primarily as a family residence?

425

1 ☐ Yes

2 ☐ No

14a. Does this school/program have a religious orientation or purpose?

430 1 ☐ Yes
2 ☐ No → *GO to item 15 on page 12.*

b. Is this school/program affiliated with a religious organization or institution?

435 1 ☐ Yes
2 ☐ No

c. What is this school's/program's religious orientation or affiliation?

440 1 ☐ Roman Catholic → 445 1 ☐ Parochial (or inter-parochial)
2 ☐ Diocesan
3 ☐ Private

2 ☐ African Methodist Episcopal
3 ☐ Amish
4 ☐ Assembly of God
5 ☐ Baptist
6 ☐ Brethren
7 ☐ Calvinist
8 ☐ Christian (no specific denomination)
9 ☐ Church of Christ
10 ☐ Church of God
11 ☐ Church of God in Christ
12 ☐ Disciples of Christ
13 ☐ Episcopal
14 ☐ Friends
15 ☐ Greek Orthodox
16 ☐ Islamic
17 ☐ Jewish
18 ☐ Latter Day Saints
19 ☐ Lutheran Church – Missouri Synod
20 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
21 ☐ Wisconsin Evangelical Lutheran Synod
22 ☐ Other Lutheran
23 ☐ Mennonite
24 ☐ Methodist
25 ☐ Pentecostal
26 ☐ Presbyterian
27 ☐ Seventh-Day Adventist
28 ☐ Other –*Specify*

441 _____

FORM PSS-1 (9-9-88)

15. To which of the following associations or organizations does this school/program belong?

Mark (X) all that apply.

450 0 ☐ This school/program does NOT belong to ANY associations or organizations.

RELIGIOUS

455 1 ☐ Accelerated Christian Education (ACE) (or School of Tomorrow)

460 2 ☐ American Association of Christian Schools (AACS)

465 3 ☐ Association of Christian Schools International (ACSI)

467 4 ☐ Association of Christian Teachers and Schools (ACTS)

470 5 ☐ Christian Schools International (CSI)

475 6 ☐ Council of Islamic Schools in North America (CISNA)

480 7 ☐ Evangelical Lutheran Education Association (ELEA)

485 8 ☐ Friends Council on Education (FCE)

490 9 ☐ General Conference of the Seventh-Day Adventist Church (GCSDAC)

495 10 ☐ Jesuit Secondary Education Association (JSEA)

500 11 ☐ National Association of Episcopal Schools (NAES)

505 12 ☐ National Catholic Educational Association (NCEA)

510 13 ☐ National Christian School Association (NCSA)

515 14 ☐ National Society of Hebrew Day Schools (NSHDS)

520 15 ☐ Oral Roberts University Educational Fellowship (ORUEF)

525 16 ☐ Solomon Schechter Day Schools (SSDS)

530 17 ☐ Southern Baptist Association of Christian Schools (SBACS)

535 18 ☐ Other religious school association(s) – *Specify* 7

538 _____

15. Continued –

To which of the following associations or organizations does this school/program belong?

◆ *Mark (X) all that apply.*

SPECIAL EMPHASIS

540 19 ☐ American Montessori Society (AMS)

545 20 ☐ Other Montessori association(s)

550 21 ☐ Association of Military Colleges and Schools (AMCS)

555 22 ☐ Association of Waldorf Schools of North America (AWSNA)

560 23 ☐ Bilingual School Association (BSA)

565 24 ☐ Council of Bilingual Education (CBE)

570 25 ☐ Council for Exceptional Children (CEC)

575 26 ☐ National Association of Private Schools for Exceptional Children (NAPSEC)

580 27 ☐ Other association(s) for exceptional children

585 28 ☐ European Council for International Schools (ECIS)

590 29 ☐ National Association for the Education of Young Children (NAEYC)

595 30 ☐ National Association of Bilingual Education (NABE)

600 31 ☐ National Association of Laboratory Schools (NALS)

602 32 ☐ National Coalition of Girls' Schools (NCGS)

605 33 ☐ Other special emphasis association(s) – *Specify*

606 _____

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

610 34 ☐ Alternative School Network (ASN)

615 35 ☐ Institute for Independent Education (IIE)

620 36 ☐ National Association of Independent Schools (NAIS)

622 37 ☐ State or regional independent school association

625 38 ☐ National Coalition of Alternative Community Schools (NCACS)

630 39 ☐ National Independent Private School Association (NIPSA)

635 40 ☐ The Association of Boarding Schools (TABS)

640 41 ☐ Other school association(s) – *Specify*

641 _____

16. How many days are in the school year for students in this school/program?

645 ☐☐☐ Days per year

17. How long is the school day for students in this school/program?

Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day. Include the time for lunch and recess.

650 ☐☐ Hours

AND

655 ☐☐ Minutes

18. Does this school have a library or library media center?

A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

660 1 ☐ Yes
2 ☐ No

19. Not counting interruptions, how many minutes did it take to complete this questionnaire?

665 ☐☐☐ Minutes

20. Please record the date you completed this form.

670 ☐☐ ☐☐ ☐☐☐☐
Month Day Year

21. Please verify this school's/program's name and mailing address that are printed on the front of this questionnaire.

If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

School/program name

700 _____

Mailing address

701 _____

City State ZIP Code

702 _____ 703 _____ 704 _____

**THANK YOU FOR PARTICIPATING IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.**

**PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE.
IF YOU DO NOT HAVE THE RETURN ENVELOPE, MAIL YOUR QUESTIONNAIRE TO:**

**U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001**

NOTES

Find out more about the Private School Survey (PSS) and information about private schools that was collected in the last survey. See PSS on the World Wide Web at:

http://nces.ed.gov/surveys/pss

Look for the report "Private School Universe Survey, 1997-98" (NCES 1999-319).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

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